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AUTHOR Daoud, Annette
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ABSTRACT

Designed to aid in the development of goals and objectives for the City College of San Francisco (CCSF), in California, this atlas provides data on student outcomes, institutional finances, and other accountability information for the 1993-94 and 1994-95 academic years, with longitudinal data included where available. Following a brief introduction and the CCSF mission statement, discussions and data tables are provided for the following seven areas: (1) student access, presenting data on enrollment by gender and ethnic groups, transition from high school, sources of new students, financial aid, enrollments in categorical programs, matriculation services, and basic skills and English-as-a-Second Language enrollment; (2) student success, focusing on persistence, completion, completion by field of study, transfer, and job placement; (3) student satisfaction based on surveys of nearly 4,000 students and highlighting findings related to instruction, support services, and facilities; (4) staff composition, focusing on staff diversity and the ratio of full- to part-time faculty; (5) fiscal condition, presenting data on general funds, partnership grants, and fiscal stability; (6) local indicators, developed to strengthen the connection of systemwide goals to CCSF programs and activities; and (7) planning, providing information on campus profiles, a curriculum research project, service area enrollment, planning assumptions, and external environmental trends. Appendixes include data on enrollment by zip code and service area, enrollment by zip code for each CCSF campus, and the location of CCSF campuses in San Francisco. (TGI)

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ED 392 483

PLANNING ATLAS

ANNUAL REPORT OF INSTITUTIONAL EFFECTIVENESS

FALL 1995

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PLANNING ATLAS

Annual Report of Institutional Effectiveness
Fall 1995

City College of San Francisco

REPORT PREPARED BY:
Annette Daoud

CONTRIBUTORS:
Members of the Research Committee
Heidi Baldassare
Vivian Calderon
Robert Gabriner
Jean McTyre
Pamela Mery
Dan St.John
Nadia Scholnick

OFFICE OF INSTITUTIONAL DEVELOPMENT, RESEARCH AND PLANNING
REPORT 961-01, FEBRUARY 1996

CITY COLLEGE OF SAN FRANCISCO
50 PHELAN AVENUE, E203
SAN FRANCISCO, CA 94112
(415) 239-3227 FAX (415) 239-3010

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INTRODUCTION

This is the second edition of the Atlas. We have changed the name to the Planning Atlas (from the Accountability Atlas) to reflect the main goal and function of this publication: to aid the college community in the development of planning goals and objectives. The Planning Atlas contains information covering the past two academic years (1993/94 and 1994/95), as well as longitudinal data whenever available. Eventually the Planning Atlas will reflect long term trends as we intend to revise and publish it on an annual basis. The Planning Atlas will continually be modified and expanded to reflect new as well as continuing concerns of students, faculty, staff and administrators about the College's effectiveness in fulfilling its educational mission.

This year's Planning Atlas contains more charts, tables and information than last year's edition. Five chapters are devoted to the state-mandated accountability areas specified in the Community College Reform Act (AB 1725). Three chapters focus on issues related to students:

- Student access to the college's programs
- Student success in the college's programs
- Student satisfaction with the college's programs

Two chapters examine institutional concerns:

- Staff composition
- Fiscal condition of the college

A sixth chapter is a place saver for a set of local planning and effectiveness indicators which will be identified in the strategic planning process during the Spring 1996 semester.

The format for the first five chapters begins with the state's definition of each accountability indicator and a list of the performance measures used to assess the accountability indicator. Next, we list the college plans, goals and objectives related to the statewide accountability indicator.

The major parts of each chapter consist of tables, charts and other types of information and statistics. We provide highlights of the information in the beginning of each section; the chapter ends with a brief discussion of the data and planning issues which we perceive arises from the data.

We have included a new chapter containing a great variety of information and statistics about the college. The information in this chapter covers some of the issues which have not been addressed in the previous chapters that pertain to the collegewide strategic planning initiative. There is also an appendix containing additional information which may be useful for college planners.

Annette Daoud of the Office of Research assembled the Planning Atlas in collaboration with the members of the Research Committee, a sub-committee of the Master Plan Committee. This project began during the Fall semester and took three months to complete. We appreciate the time, energy and care that everyone, especially Ms. Daoud, put into this project.

Robert Gabriner, Director
Office of Institutional Development, Research and Planning
February, 1996

MISSION STATEMENT

City College of San Francisco is committed to providing open access to postsecondary education with the highest standards for credit and noncredit instruction. Such access is available to all who can benefit from instruction through programs that:

- Provide life-long continuing and community education;
- Respond to the needs of people from diverse ethnic, cultural, economic and educational backgrounds, sexual orientations, and including students with disabilities;
- Are offered at convenient times and locations throughout San Francisco;
- Provide student assessment, counseling and advising, and
- Build self-esteem and encourage the exploration of additional educational opportunities.

To help students meet their educational and employment needs, the College offers the following:

- Associate degrees and certificate courses, transfer education to four-year colleges and universities, and vocational education,
- Training and retraining for new employment opportunities, especially in emerging fields; and
- English as a second language, remedial development, literacy development, adult high school education, and programs designed for the re-entry student.

Adopted by the Board of Trustees, July 26, 1992.

CHAPTER ONE

STUDENT ACCESS

Student access refers to offering equal opportunities to all students who can benefit from CCSF's courses and programs. The performance indicators as defined by the State Chancellor's Office for measuring Student Access include:

1. General Participation
2. Transition from High School / Sources of New Students
3. Financial Aid
4. Categorical Programs
5. Matriculation
6. Basic Skills and ESL Enrollment

Master Plan Goals Related to Student Access

Goal 1.1: Refine current and develop new workforce education and training programs for the 21st century San Francisco Bay Area workforce. *(General Participation)*

Goal 1.2: Increase transfer rate to four-year institutions. *(General Participation)*

Goal 1.3: Provide Adult Basic Education. *(General Participation)*

(Goals 1.1. and 1.2. are also included in Chapter Two: Student Success.)

Student Equity Indicators

Improving Access:

Comparing the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served. *(General Participation)*

Improving ESL and Basic Skills Completion:

The number of students who complete a degree-applicable course after having completed their final ESL or basic skills course. *(Basic Skills / ESL Enrollment)*

1. GENERAL PARTICIPATION

The number of students enrolling in the community college is a basic measure of access and has implications for the amount of resources needed to provide adequate levels of service.

- Credit enrollment has dropped 20.7% from Fall 1991 to Fall 1994. Over the four year period, enrollment in the 30-34 age group dropped almost 27% and enrollment in the 50 and older age group dropped 34%. (Table 1.1.) [1]

- Noncredit enrollment dropped 21.4% from Fall 1991 to Fall 1994. Asian, Hispanic/Latino and Filipino enrollments declined significantly during the four year period. (Table 1.2.)

- Students enrolling in Noncredit courses and programs are older than our Credit student enrollment. A comparison of City College's Fall 1994 Credit and Noncredit enrollment is shown in Table / Graph 1.3.

- International student enrollment has increased over 40% since the Fall 1993 term. (Table 1.4.)

- CCSF has a much larger percentage of Noncredit students than the State average - 51.4% compared to 13.5% Statewide. (Table 1.5.)

[1] Beginning with the Spring 1996 term, there will be no fee differential for BA-degree holders. The California Community Colleges increased enrollment fees for students with baccalaureate degrees from $6 per unit to $50 per unit effective the Spring 1993 term. After the Spring 1993 increase, City College of San Francisco enrolled 53% fewer BA-degree holders.

1.1. CCSF Credit Enrollment, Fall 1991-Fall 1994: Age, Gender and Ethnicity Distribution

	Fall Terms				% Change	
	1991	1992	1993	1994	Fall 91 to Fall 94	
Female	17,874	17,957	14,967	14,036	-3,838	**-21.5%**
Male	14,524	14,279	12,684	11,639	-2,885	**-19.9%**
No Response	8	0	23	34		
19 or under	4,216	4,189	3,759	3,348	-868	**-20.6%**
20 - 24	9,502	9,799	9,042	8,341	-1,161	**-12.2%**
25 - 29	6,388	6,280	5,264	4,991	-1,397	**-21.9%**
30 - 34	4,332	4,154	3,430	3,185	-1,147	**-26.5%**
35 - 39	2,870	2,800	2,338	2,147	-723	**-25.2%**
40 - 49	3,071	3,040	2,463	2,361	-710	**-23.1%**
50 and older	1,789	1,708	1,207	1,187	-602	**-33.7%**
Unknown / No Response	238	266	171	149	-89	**-37.4%**
American Indian / Alaskan	189	202	174	174	-15	**-7.9%**
African American	2,574	2,627	2,445	2,272	-302	**-11.7%**
Asian / Pacific Islander	10,031	10,518	9,142	8,682	-1,349	**-13.4%**
Filipino	2,659	2,919	2,612	2,391	-268	**-10.1%**
Hispanic / Latino	3,995	4,144	3,951	3,576	-419	**-10.5%**
Other Non-White	263	296	303	293	30	**11.4%**
White	11,029	10,041	7,905	7,249	-3,780	**-34.3%**
Unknown / No Response	1,666	1,489	1,142	1,072	-594	**-35.7%**
TOTAL	**32,406**	**32,236**	**27,674**	**25,709**	**-6,697**	**-20.7%**

Source: MIS Full-term Reporting (FTR) for Fall terms 1991-1994.

The MIS data reported above is Full-term Reporting (i.e. computed at the end of the term). Full-term Reporting (FTR) includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

Disability information is not yet being collected.

1.2. CCSF Noncredit Enrollment, Fall 1991-1994: Age, Gender and Ethnicity Distribution

	Fall Terms				% Change Fall 91 to Fall 94	
	1991	1992	1993	1994		
Female	18,934	18,996	18,054	15,938	-2,996	**-15.8%**
Male	13,720	13,044	12,334	10,633	-3,087	**-22.5%**
No Response	1,935	1,801	1,482	629		
19 or under	2,149	1,867	1,682	1,233	-916	**-42.6%**
20 - 24	4,102	3,904	3,596	2,689	-1,413	**-34.4%**
25 - 29	4,621	4,293	3,922	3,000	-1,621	**-35.1%**
30 - 34	3,960	4,017	3,921	3,135	-825	**-20.8%**
35 - 39	3,435	3,732	3,382	2,898	-537	**-15.6%**
40 - 49	4,615	5,007	4,795	4,198	-417	**-9.0%**
50 and older	8,281	8,238	8,706	8,848	567	**6.8%**
Unknown / No Response	3,426	2,783	1,866	1,199	-2,227	**-65.0%**
American Indian / Alaskan	78	89	69	79	1	**1.3%**
African American	2,506	2,271	2,189	2,084	-422	**-16.8%**
Asian / Pacific Islander	14,403	13,680	12,687	10,816	-3,587	**-24.9%**
Filipino	1,264	1,009	977	721	-543	**-43.0%**
Hispanic / Latino	7,284	7,142	6,897	5,349	-1,935	**-26.6%**
Other Non-White	15	31	34	25	10	**66.7%**
White	6,555	7,168	6,767	6,457	-98	**-1.5%**
Unknown / No Response	2,484	2,451	2,250	1,669	-815	**-32.8%**
TOTAL	**34,589**	**33,841**	**31,870**	**27,200**	**-7,389**	**-21.4%**

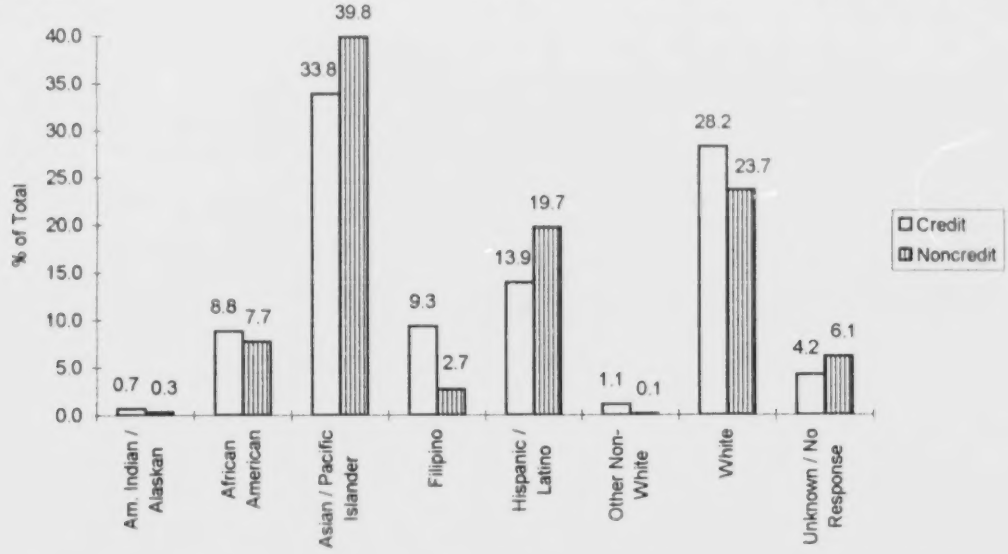
Source: MIS Full-term Reporting (FTR) for Fall terms 1991-1994.

The MIS data reported above is Full-term Reporting (i.e. computed at the end of the term). Full-term Reporting (FTR) includes students with at least 1/2 unit attempted or 8 hours of positive attendance.

Disability information is not yet being collected.

1.3. Fall 1994 Enrollment by Gender, Age and Ethnicity: Credit Compared to Noncredit

Fall 1994	Credit Number	Credit Percentage	Noncredit Number	Noncredit Percentage
Female	14,036	54.6%	15,938	58.6%
Male	11,639	45.3%	10,633	39.1%
No Response	34	0.1%	629	2.3%
19 or under	3,348	13.0%	1,233	4.5%
20 - 24	8,341	32.4%	2,689	9.9%
25 - 29	4,991	19.4%	3,000	11.0%
30 - 34	3,185	12.4%	3,135	11.5%
35 - 39	2,147	8.4%	2,898	10.7%
40 - 49	2,361	9.2%	4,198	15.4%
50 and older	1,187	4.6%	8,848	32.5%
Unknown / No Response	149	0.6%	1,199	4.4%
American Indian / Alaskan	174	0.7%	79	0.3%
African American	2,272	8.8%	2,084	7.7%
Asian / Pacific Islander	8,682	33.8%	10,816	39.8%
Filipino	2,391	9.3%	721	2.7%
Hispanic / Latino	3,576	13.9%	5,349	19.7%
Other Non-White	293	1.1%	25	0.1%
White	7,249	28.2%	6,457	23.7%
Unknown / No Response	1,072	4.2%	1,669	6.1%
TOTAL	**25,709**	**100.0%**	**27,200**	**100.0%**



Source: MIS Full-term Reporting (FTR) for Fall Term 1994. (Report Run: 8/13/95)

1.4. International Student Enrollment*

	Fall 1993		Fall 1994		Fall 1995	
	Number	Percent	Number	Percent	Number	Percent
Female	284	57.4%	354	56.1%	379	54.6%
Male	211	42.6%	277	43.9%	315	45.4%
TOTAL	**495**	**100%**	**631**	**100%**	**694**	**100%**

Source: ISIS IUT-15 Report, International Students, Fall 1993 - Fall 1995 (Census Wk 1).

* The numbers reported above only represent Credit students with F-1 Visas. Currently, information on other international students is not attainable.

1.5. Full-time* / Part-time Enrollment, Fall 1994: CCSF Compared to CCC Statewide Total

	City College of San Francisco		CCC Statewide Total	
	Number	%	Number	%
Full-Time (Credit)	8,130	15.1%	348,699	25.7%
Part-Time (Credit)	17,907	33.5%	825,168	60.8%
Noncredit	26,660	51.4%	183,748	13.5%
TOTAL	**52,697**	**100%**	**1,357,615**	**100%**

Source: CCC Report on Enrollment 1993-94, December 1995.

* Full-time is defined as 12 or more units.

Note: The full-time / part-time enrollment for CCSF **Credit** students only is: 31.2% full-time and 68.8% part-time.

2. TRANSITION FROM HIGH SCHOOL / SOURCES OF NEW STUDENTS

The percentage of high school graduates enrolling within **two** years following graduation is useful information for planners. It can also be a leading indicator of the eventual total number of enrolling students.

- Credit enrollments for first time students of all ages rose 5.1% from Fall 1994 to Fall 1995. (Table 2.1.)

- The number of first time Credit students from high school (age 20 and under) rose for the first time in three years during the Fall 1995 term. First time enrollments from San Francisco Unified schools went up 6.7% from Fall 1994 to Fall 1995. (Table 2.2.)

- First time enrollments from San Francisco private high schools declined from Fall 1994 to Fall 1995 by 12.9%. However, it should be noted that the cohort of students from private high schools is much smaller than the cohort from San Francisco Unified schools. (Table 2.2.)

- Chart 2.3. shows the breakout of Credit students based on their enrollment status in Fall 1995. Most Credit students (62%) are continuing students.

2.1. Credit Enrollments: Historical sources of First Time Students, All Age Groups

Fall Terms	1992	1993	1994	1995	% Change F94 to F95
San Francisco Unified High Schools	1,662	1,478	1,056	1,135	7.5%
San Francisco Private High Schools	209	162	170	152	-10.6%
TOTAL: San Francisco (Unified and Private)	**1,871**	**1,640**	**1,226**	**1,287**	**5.0%**
San Mateo County High Schools	261	191	187	201	7.5%
Other California High Schools (Public/Private)	388	315	353	333	-5.7%
Other United States	474	364	334	366	9.6%
Outside U.S.	1,163	607	496	470	-5.2%
Unknown High School	588	459	364	454	24.7%
TOTAL FIRST TIME STUDENTS*	**4,745**	**3,576**	**2,960**	**3,111**	**5.1%**

Source: ICN 44-Census Week, Fall 1992-Fall 1995.

* First time students have zero prior college units and are new to City College of San Francisco. The table above includes First Time CCSF students of **all** age groups.

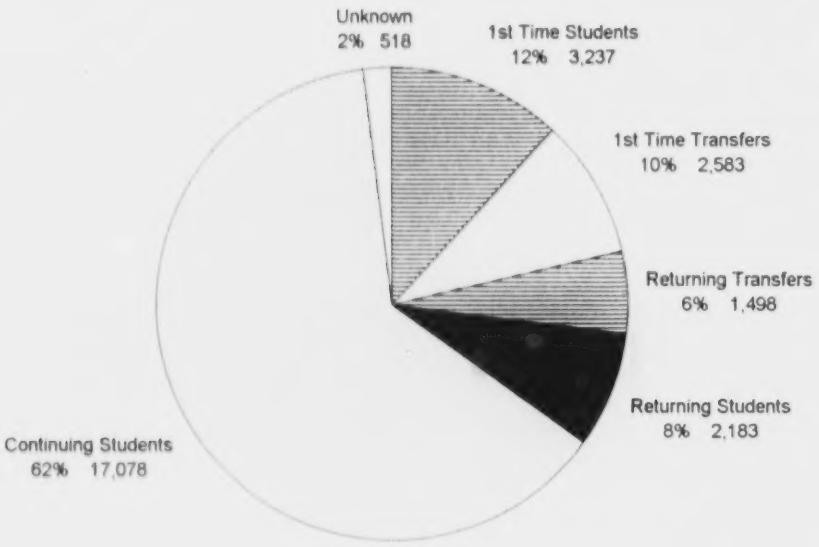
2.2. Number Of First Time Credit Students (20 and Under), Fall 1992-Fall 1995

San Francisco Unified Schools	20 and Under Fall 1992	Fall 1993	Fall 1994	Fall 1995	% Change F94 to F95
Balboa	118	88	47	54	14.9%
Phillip Burton	47	39	23	51	121.7%
Downtown Continuation	17	7	7	6	-14.3%
Galileo	120	171	109	115	5.5%
Independence	34	27	15	20	33.3%
International Studies Academy	21	24	19	12	-36.8%
Abraham Lincoln	152	172	148	131	-11.5%
Lowell	69	122	94	101	7.4%
J. Eugene McAteer	94	103	58	72	24.1%
Mission	112	83	56	58	3.6%
Newcomer	4	0	3	2	-33.3%
John O'Connell Technical	26	18	19	19	0.0%
Mark Twain	18	12	12	17	41.7%
Raoul Wallenberg	17	33	22	25	13.6%
George Washington	214	213	161	160	-0.6%
Ida B. Wells Continuation	14	5	5	11	120.0%
Woodrow Wilson	60	30	23	15	-34.8%
Other SFUSD	39	27	14	22	57.1%
TOTAL: San Francisco Unified	***1,186***	***1,174***	***835***	***891***	***6.7%***
SF Private High Schools					
Immaculate Conception Academy	13	21	10	25	150.0%
Lick-Wilmerding	1	1	2	1	-50.0%
Mercy	15	15	14	19	35.7%
Riordan	27	19	30	22	-26.7%
Sacred Heart Cathedral / Prep	44	24	39	23	-41.0%
St. Ignatius College Prep.	11	8	12	5	-58.3%
St. Paul's	5	2	17	3	-82.4%
Other SF Private	27	19	8	17	112.5%
TOTAL: San Francisco Private	***143***	***109***	***132***	***115***	***-12.9%***
TOTAL: SAN FRANCISCO	**1,329**	**1,283**	**967**	**1,006**	**4.0%**
San Mateo County High Schools	180	135	132	155	17.4%
Other California	161	126	147	142	-3.4%
Other United States	85	61	66	76	15.2%
Outside United States	140	107	72	91	26.4%
Unknown High School	147	222	133	179	34.6%
TOTAL: 1ST TIME STUDENTS (20 and Under)	**2,042**	**1,934**	**1,517**	**1,649**	**8.7%**

Source: ICN 44, Fall 1992 - 1995 (Fall 1995 Report Run 1/03/96).

The high school listed is "last attended" and does not infer graduation.

2.3. Student Status In Credit Programs (All Age Groups), Fall 1995 *



N = 27,097

Source: ICN-46, Census Week - Fall 1995.

* Enrollment status is self-reported by students on the application for admission.

Definitions:

First Time Students:	New to CCSF and have no prior college experience (includes concurrently enrolled high school students).
1st Time Transfers:	New to CCSF with prior college experience at another institution.
Returning Transfers:	Students who once attended CCSF, enrolled at another post-secondary institution and returned to CCSF.
Returning Students:	Prior CCSF students who have not enrolled for at least one semester.
Continuing Students:	Students enrolled the prior term.

2.4. Noncredit (from within the College)

Noncredit to Credit numbers are currently not available.

3. FINANCIAL AID

The number of students receiving aid and the amount of aid received (in dollars) per student are important indicators of access to financial assistance. **Note:** Not all students who need aid apply for it. There is no commonly accepted definition of what constitutes need.

- The amount of Financial Aid awards (Credit) dropped in 1994-95 by almost $6 million dollars from the previous year (a 35% decrease). The most significant decreases were in the amounts of Federal Work Study and Pell Grant awards. The amount of Noncredit awards fell by $100,000 from 1993-94 to 1994-95. (Table 3.1.)

- The total number of Financial Aid awards for the 1994-95 academic year was 21,638 for Credit students, down 11% from the 1993-94 academic year. (Table 3.2.)

- Table 3.3. shows the number and amount of scholarships awarded for the past three years. The number of scholarships and the amount of the awards has more than doubled in the past year.

3.1. Amount of Financial Aid Awards per Academic Year: 1992-93 to 1994-95

Credit

Fund Name	1992-93	1993-94	1994-95
Pell Grant	$4,215,786	$7,471,639	$5,739,872
F.S.E.O.G.	728,736	758,800	854,143
F.W.S.	3,060,426	4,035,265	584,795
Perkins Loan	390,132	457,009	395,070
Cal Grant B	600,176	694,311	462,603
Cal Grant C	17,655	22,451	9,543
Stafford Loan	549,070	678,118	917,137
Staff. Loan-UNS	11,471	20,291	172,281
Summer CWS	150,094	129,284	
BOGG C-015	681,898	1,195,272	1,100,069
BOGG - 115	39,360	1,195	
BOGG A	88,463	161,079	290,965
BOGG B	560,135	1,495,223	597,755
TOTAL	**$11,093,402**	**$17,119,937**	**$11,124,233**

Noncredit

Fund Name	1992-93	1993-94	1994-95
Pell Grant	$266,271	$413,743	$537,821
F.S.E.O.G.	67,580	66,208	57,608
F.W.S.	21,433	23,196	20,770
Cal Grant B	32,292	16,920	9,166
Cal Grant C	786	1,872	
TOTAL	**$388,362**	**$521,939**	**$625,365**

Source: CCSF Financial Aid Office.

3.2. Number of Awards per Academic Year: 1992-93 to 1994-95 (Duplicated)

Credit

Fund Name	1992-93	1993-94	1994-95
Pell Grant	3,405	4,310	3,628
F.S.E.O.G.	1,227	1,290	1,356
F.W.S.	1,505	1,549	413
Perkins Loan	308	522	435
Cal Grant B	502	502	391
Cal Grant C	43	46	24
Stafford Loan	283	305	370
Staff. Loan - UNS	9	13	70
Summer CWS	174	148	
BOGG C-015	3,327	3,948	7,032
BOGG - 115	647	564	
BOGG A	1,451	1,326	2,405
BOGG B	7,753	9,814	5,514
TOTAL	**20,634**	**24,337**	**21,638**

Noncredit

Fund Name	1992-93	1993-94	1994-95
Pell Grant	318	312	406
F.S.E.O.G.	173	132	167
F.W.S.	16	13	17
Cal Grant B	35	18	10
Cal Grant C	2	2	
TOTAL	**544**	**477**	**600**

Source: CCSF Financial Aid Office.

3.3. CCSF Scholarship Awards and Recipients Per Academic Year

Name of Scholarship / Funding Source	1992-93		1993-94		1994-95	
	#	Amount	#	Amount	#	Amount
Community & Memorial Scholarships: Awarded by CCSF Scholarship Comm.	116	$65,865	112	$63,912	136	$106,174
Organizational Scholarships: Awarded by CCSF organizations.	27	$4,875	31	$5,200	46	$8,550
Departmental Scholarships: Awarded by academic departments.	249	$109,958	228	$119,274	294	$348,100
Independent Scholarships: Awarded by philanthropic or unaffiliated organizations.	37	$22,595	22	$19,044	60	$50,478
John Adams Campus Scholarships: Awarded to Noncredit students.	4	$1,000	4	$1,000	5	$1,150
TOTAL	**433**	**$204,293**	**397**	**$208,430**	**541**	**$514,452**

Source: CCSF Scholarship Office.

4. CATEGORICAL PROGRAMS

The number of students served and average expenditure per student in categorical programs are measurements of educational assistance to students. Categorical programs serve specific populations of students who historically have not been served well by postsecondary institutions. **Note:** As yet, there is no commonly accepted objective definition of educational need or a way to measure the amount of unmet need.

- The number of GAIN participants has been slowly declining over the past three years. (Table 4.1.)
- EOPS enrollments have remained steady for the past three academic years. Approximately 65% of all EOPS students are between the ages of 18 and 25. Demographic information for EOPS students for the past three academic years is presented in Table 4.2.
- Table 4.3. highlights gender and ethnicity information of DSPS participants for the past three academic years. The number of DSPS participants has declined 13% from 1993-94 to 1994-95.

4.1. Greater Avenues for Independence (GAIN) Programs and Participants

	1992-93		1993-94		1994-95	
	Number	%	Number	%	Number	%
Type of GAIN instruction:						
Basic Skills Education	395	77.2%	388	76.4%	390	80.7%
Post-Assessment Training	101	19.7%	116	22.8%	80	16.6%
Self-Initiated Program *			4	0.8%	13	2.7%
Unknown	16	3.1%			0	
GAIN participants:						
Female			432	85.0%	431	89.2%
Male			76	15.0%	52	10.8%
African American			198	39.0%	188	38.9%
American Indian / Native Alaskan			1	0.2%	1	0.2%
Asian / Pacific Islander			178	35.0%	168	34.8%
Filipino			9	1.8%	8	1.7%
Hispanic / Latino			102	20.1%	92	19.0%
White			19	3.7%	18	3.7%
Other / Unknown			1	0.2%	8	1.7%
TOTAL	**512**	**100%**	**508**	**100%**	**483**	**100%**

Source: CCSF GAIN Office.

* Some of the students reported under Post-Assessment Training may be Self-Initiated instead, but they are not regularly identified by Social Services.

4.2. Extended Opportunity Program and Services (EOPS)

	1992-93		1993-94		1994-95	
	Number	%	Number	%	Number	%
Female	1530	59.9%	1543	58.1%	1476	58.2%
Male	1026	40.1%	1111	41.9%	1059	41.8%
18 and Under	17	0.7%	14	0.6%	16	0.6%
19 - 25	1735	67.9%	1800	67.8%	1640	64.7%
26 - 35	553	21.6%	569	21.4%	581	22.9%
36 and Older	251	9.8%	271	10.2%	298	11.8%
African American	306	12.0%	368	13.8%	388	15.3%
American Indian / Native Alskn.	20	0.8%	18	0.7%	15	0.6%
Asian / Pacific Islander	1617	63.3%	1608	60.6%	1495	59.0%
Filipino	60	2.3%	71	2.7%	62	2.4%
Hispanic / Latino	360	14.1%	364	13.7%	332	13.2%
White	149	5.8%	180	6.8%	202	8.0%
Other / Unknown	44	1.7%	45	1.7%	41	1.6%
TOTAL	**2,556**	**100%**	**2,654**	**100%**	**2,535**	**100%**

Source: CCSF EOPS Office.

4.3. Disabled Student Programs and Services (DSPS) Participants

	1992-93		1993-94		1994-95	
	Number	%	Number	%	Number	%
Female	670	47.9%	589	43.9%	518	44.6%
Male	691	49.4%	641	47.8%	595	51.2%
Unknown / No Response	38	2.7%	112	8.3%	49	4.2%
African American	235	16.8%	228	17.0%	192	16.5%
American Indian / Native Alaskan	23	1.6%	19	1.4%	13	1.1%
Asian / Pacific Islander	191	13.7%	188	14.0%	168	14.5%
Filipino	42	3.0%	47	3.5%	36	3.1%
Hispanic / Latino	159	11.4%	137	10.2%	125	10.8%
Other Non-White	25	1.7%	28	2.1%	21	1.8%
White	656	46.9%	548	40.8%	528	45.4%
Unknown / No Response	68	4.9%	147	11.0%	79	6.8%
TOTAL	**1,399**	**100%**	**1,342**	**100%**	**1,162**	**100%**

Source: CCSF DSPS Office.

5. MATRICULATION

Matriculation services assist students in achieving their education goals through a combination of skills assessment in math, reading and writing; orientation to the college; and academic advising and counseling. All new and readmit credit students are required to participate in the matriculation process. The required components of matriculation are: admission, assessment, orientation, counseling and follow-up services. Students who are exempt from the matriculation process include: those who have already earned an A.A./A.S. degree or higher (U.S. accredited institutions only); students who plan to enroll in nine (9) units or fewer of courses with no prerequisites and does not plan to enroll in any Math, English or ESL courses to earn a degree or certificate from City College, or to transfer.

- Increasing the number of continuing students served by the Matriculation process is a goal of the Matriculation Advisory Committee.

- The table below shows the number of students using three matriculation services: orientation, assessment, and counseling **who actually enrolled in classes** from 1991 through 1994. The table also includes the number of students who have not received any services.

Service Group	Orientation	Assessment	Counseling	# Students	Percent
AAA	A	A	A	13,728	46%
AAB	A	A	B	3,698	12%
NNN	N	N	N	10,073	34%
NNP	N	N	P	2,413	8%

Source: Office of Matriculation (Matriculation Main Tape). **29,912 (Total)**

Service Type

A: Student received initial placement counseling/advisement services.
P: Student received assistance in development of a Student Education Plan.
B: Student received initial placement counseling/advisement and Education Plan assistance.
N: Student did not receive initial placement counseling/advisement services.

Service Group

AAA: Received initial placement from Orientation/Assessment and Counseling.
AAB: Received initial placement from Orientation/Assessment and both initial placement and Educational Plan from Counseling.
NNN: Did not receive initial placement from Orientation/Assessment and Counseling.
NNP: Did not receive initial placement from Orientation/Assessment, but received Educational Plan from Counseling.

Note: Updated matriculation information is currently not available. Matriculation information will be published as an addendum to the Planning Atlas during the Spring 1996 term.

6. BASIC SKILLS AND ENGLISH AS A SECOND LANGUAGE (ESL) ENROLLMENT

The number of students enrolled each year in basic skills and English as a Second Language courses affects the overall level of student skills at a campus and the quality and nature of instruction provided.

- Table 6.1. highlights the ethnicity of students placing in selected Basic Skills courses for the Fall 1994 semester.
- Basic Skills enrollment has been declining for the past three Fall terms, while the number of Basic Skills sections offered has increased slightly. (Table 6.2.)
- Demographic information for Credit ESL students for the 1991 - 1995 Fall terms is reported in Table 6.3. Credit ESL enrollment has been declining since the Fall 1993 term.

6.1. Ethnicity Of Students Placing In English & ESL Basic Skills Courses, Fall 1994

Fall 1994

	ENGL 90		ENGL L		ESL G		ESL H	
Ethnicity	Number	%	Number	%	Number	%	Number	%
African American	337	21.6	124	29.9	4	1.0	3	1.0
Amer Indian / Alaskan	15	1.0	1	0.2	2	0.5	1	0.3
Asian / Pacific Islander	409	26.2	111	26.7	157	42.1	158	52.7
Filipino	226	14.5	40	9.6	17	4.6	11	3.7
Hispanic / Latino	258	16.5	84	20.2	80	21.4	49	16.3
Other Non-White	76	4.9	14	3.4	19	5.1	18	6.0
White	211	13.5	23	5.6	37	10.0	44	14.7
Unknown/No Response	27	1.7	18	4.4	57	15.3	16	5.3
TOTAL	**1,559**	**100%**	**415**	**100%**	**373**	**100%**	**300**	**100%**

Source: CCSF Matriculation Office.

Note: Comparable Placement and Basic Skills information was not available for Math courses.

6.2. Basic Skills Enrollment (Credit Courses), Fall 1993 - Fall 1995

In the initial phase of the Curriculum Research Project, the following draft definition of a Basic Skills level course was developed: Includes all courses that provide foundational skills in the academic or occupational areas for students preparing to enter college level academic or occupational courses / programs.

3,816 students were enrolled in Basic Skills courses during the Fall 1995 term. This represents 14.1% of the total Fall 1995 Credit student enrollment (calculated at census week) of 27,097. Approximately 10% of the Credit courses offered at City College are Basic Skills courses. Additional information on our Credit course offerings is highlighted in the Curriculum Research Project section in Chapter Seven.

	Census Enrollment		
Course:	**Fall 1993**	**Fall 1994**	**Fall 1995**
Business Math (BSMA G,H,J)	473	427	400
Chemistry (CHEM C)	72	70	58
Disabled Student Programs and Services (DSPS M,O,P,Q,R) *	*(99)*	*(133)*	*(119)*
English (ENGL 90,92,K,L,S,T,W*)	1,761 *(51)*	1,586 *(45)*	1,493 *(60)*
English as a Second Language (ESL 22,32,32A,42,44,46,48,56,68)	1,543	1,332	1,365
Guidance (GUID G,R)*	*(95)*	*(242)*	*(241)*
Learning Assistance (LERN P,R,T)*	*(413)*	*(4)*	*(14)*
Mathematics (MATH E*,S)	504 *(353)*	533 *(315)*	500 *(317)*
TOTAL: Census Week Enrollment	**4,353**	**3,948**	**3,816**
Number of Sections	**167 sections**	**169 sections**	**172 sections**

Source: IMC-21, Basic Skills Only for Fall 93-Fall 95.

* Census Week enrollment numbers are not available for these courses (Some Census Week numbers were available for Math E). Instead, beginning enrollment numbers are provided in parenthesis, but should be considered estimates of actual enrollment.

6.3. Gender and Ethnic Distribution of Credit ESL Students, Fall 1991 - Fall 1995

	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
Male	1,405	1,485	1,613	1,494	1,434
Female	1,818	2,060	2,156	2,095	2,018
African American	28	31	33	30	31
American Indian / Native Alaskan	0	2	4	10	7
Asian	2,154	2,349	2,296	2,160	1,971
Filipino	168	201	262	174	178
Hispanic / Latino	427	484	555	495	515
Other, Non-White / Unknown	301	305	369	424	464
White	145	173	250	296	286
TOTAL	**3,223**	**3,545**	**3,769**	**3,589**	**3,452**

Source: IUT-15 Race Report, Fall 1991-Fall 1995.

DISCUSSION SECTION: Student Access

City College continues to be one of the state's leading institutions for students seeking adult basic education and students seeking lower division postsecondary programs. College enrollments are among the highest in the nation, but CCSF faces a set of challenges:

First, enrollments in both credit and noncredit programs declined from Fall 1991 to Fall 1994. The largest percentage drops in Credit enrollment are for students in the 30 years and older age groups. This is consistent with Statewide enrollment trends, but with the elimination of the higher BA fee in Spring 1996, enrollments in this age group are expected to rise. (Fall 1995 enrollment numbers are not finalized yet, but enrollments are expected to increase slightly.) Although the number of first time students increased during the Fall 1995 term, the total number of first time students, especially from the San Francisco Unified School District, is still low.

Planning issues:

- The college needs to address issues which may be contributing to the drop in our enrollments. Some questions to consider are: Is City College competing with other institutions for first time students?; Is the drop in Noncredit due to the re-alignment of ESL courses, current immigration policies (especially drops in Asian and Hispanic enrollments), the location of Noncredit classes?; Is the drop in Credit due to the fact that the San Francisco population is getting older, or to the drop in the unemployment rate?
- There is some evidence to show that Noncredit students transfer into Credit courses and programs. Therefore a Noncredit to Credit monitoring system needs to be broadened to follow up on students transferring to Credit from Noncredit ESL, Transitional Studies, and students receiving GEDs.
- An assessment of the college's Adult basic education programs should be made.
- College planning needs to address the need for an on-going student recruitment strategy, especially in the SFUSD high schools.

Second, a vast majority of our Fall 1995 credit students are continuing students (62%). In addition, almost 69% of CCSF's credit students are part-time compared to a statewide average of 61% part-time students.

Planning issues:

- The college needs to examine why so many of our credit students are continuing students. A possible explanation may be the inability of students to complete their educational goals in a timely manner. This may be because students cannot get access to the appropriate courses at the appropriate times, or because they are not certain about their educational goals.
- The college needs to assess how we can optimize services for our part-time students, and to identify possible barriers to goal completion for part-time students.

Third, approximately 34% of the Credit students enrolled in courses from 1991 to 1994 received matriculation services. The number of students receiving educational plans through the matriculation process needs to be increased. As we continue to serve our incoming student population, we must also increase our follow-up efforts with continuing students. Examples of follow-up efforts with continuing students that can be addressed in the immediate future include: implementing an Early Alert system and/or Midterm grade reports; adopting successful strategies of retention programs to wider groups of students; and increasing student access to information in their files.

Planning issues:

- The college needs to expand and diversify matriculation services especially to first time freshmen and continuing students.

Fourth, about 14% of the total Fall 1995 Credit student enrollment were taking basic skills courses. Basic skills enrollment has been declining for the past three Fall terms (Fall 1993 - Fall 1995).

Planning issues:

- The college needs to address the problem of access to basic skills courses.
- The college needs to identify "gateway" courses in the college curriculum where disproportionate numbers of students do not progress.

Fifth, the total number and amount of financial aid awards for credit students is decreasing. Enrollments in the categorical programs (DSPS and GAIN only) is also declining.

Planning issues:

- College planning must address a strategy to increase financial aid to students enrolling at City College.

CHAPTER TWO

STUDENT SUCCESS

The success of students in meeting their educational goals is the foremost objective of CCSF faculty and staff. As outlined in the institutional mission statement, the College seeks to meet student needs by offering Associate degrees, certificate courses, transfer education to four year colleges and universities, training and retraining for new employment opportunities; English as a Second Language; remedial and literacy development, adult high school education, and programs designed for the re-entry student. The performance indicators for student success as defined by the State Chancellor's Office are:

1. Course Completion
2. Persistence
3. Completion
4. Completion By Field of Study
5. Transfer
6. Job Placement

Master Plan Goals Related to Student Success

Goal 1.1:	Refine current and develop new workforce education and training programs for the 21st century San Francisco Bay Area work force.	*(Job Placement)*
Goal 1.2:	Increase transfer rate to four year institutions.	*(Transfer)*
Goal 2.1:	Promote student success.	*(All indicators)*

Student Equity Indicators

Improving Course Completion:
Ratio of the number of courses that students actually complete by the end of the term to the number of courses in which students are enrolled on the census day of the term. *(Course Completion)*

Improving Degree and Certificate Completion:
Ratio of the number of students who receive a degree or certificate to the number of students with the same informed matriculation goal. The total number of degrees and certificates awarded and the ethnic distribution of the recipients. *(Completion)*

Improving the Transfer Rate:
The ratio of the number of new students who earn 6 or more transferable units during the first college year and who also stated at entry their intent to transfer, to the number of students who transfer after one or more (up to eight) years. The combined number who transfer to a CSU or UC campus each fall term, and the ethnic distribution (full-year) of the transfer students. *(Transfer)*

1. COURSE COMPLETION

Course grades are a means of measuring student attainment of course goals and a commonly accepted student outcome.

In the "Guidelines for Developing Student Equity Plans", the State Chancellor's Office suggests using the following definition for course completion: "successful" course completion of a credit course for which a student receives a recorded grade of A, B, C or Cr. For purposes of determining the number enrolled in a course, it is suggested that this mean the total number of students who receive a recorded grade of A, B, C, D, F, Cr, No-Credit, or I.

- The overall C or Better percentage for CCSF Credit course completion for Fall 1994 was 80.5%.
- The statewide average for Course Completion: Credit C or Better was 86% for Fall 1993. (Fall 1994 statewide numbers are not yet available.)
- The following tables show the C or better course completion rates for each school (Credit only) for the Fall 1992 - Fall 1994 terms. Missing data occurs when courses are combined with others during one of the terms, courses are not offered one term, new courses are created, etc.

School of Health and Physical Education	**Fall 1992**		**Fall 1993**		**Fall 1994**	
	End Enrl	**% C/ Better**	**End Enrl**	**% C/ Better**	**End Enrl**	**% C/ Better**
Dental Assisting	113	91.2%	97	83.5%	148	91.9%
Dental Lab Technology	103	91.3%	76	84.2%	71	84.5%
Diagnostic Medical Imaging			250	98.8%	228	95.2%
Health Care Technology:						
Echocardiography	35	80.0%			77	94.8%
EKG Technician	87	85.1%	73	52.1%	58	44.8%
Emergency Medical Technician			236	92.8%	125	92.8%
Health Information Technology	385	90.6%	314	90.1%	338	82.2%
Medical Assisting	101	95.0%	107	93.5%	136	90.4%
Pharmacy Technician					60	86.7%
Health Science	1887	80.2%	1665	82.8%	1583	81.5%
Nursing (LVN)	426	93.2%	718	93.5%	696	84.6%
Nursing (RN)	416	94.2%	352	92.3%	370	94.9%
Physical Education - North	3343	87.3%	2877	81.0%	2353	90.3%
Physical Education - South	3264	90.3%	2941	93.7%	2766	93.5%
Radiology-Oncology	348	93.4%	60	98.3%	65	100%
SCHOOL TOTAL: C or Better %		**89.8%**		**87.7%**		**89.1%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of Applied Science & Technology	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
Administration of Justice	542	74.9%	464	80.4%	420	81.9%
Aircraft Maintenance	409	98.8%	387	89.4%	370	94.6%
Apprenticeships			25	92.0%	16	100%
Automotive Technology	416	78.4%	434	77.4%	363	71.6%
Consumer Arts & Sciences	309	83.2%	214	78.5%	139	85.6%
Environmental Horticulture & Floristry:						
Ornamental Horticulture	303	81.8%	269	88.5%	264	87.1%
Retail Floristry	341	91.8%	290	86.6%	262	86.6%
Fire Science Technology	385	85.7%	114	91.2%	67	86.6%
Hotel and Restaurant	974	92.4%	882	94.2%	969	92.6%
Labor Studies	205	87.8%	223	84.8%	143	65.7%
SCHOOL TOTAL: C or Better %		**86.1%**		**85.8%**		**86.1%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of Business	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
Accounting			967	84.0%	934	80.4%
Business English			170	88.2%	190	85.8%
Business Math			675	65.9%	544	67.6%
Commercial Law			126	81.7%	172	86.6%
Court Reporting			154	42.2%	131	56.5%
Fashion			109	77.1%	126	26.2%
Finance			141	57.4%	105	73.3%
General Business	4593	76.1%	103	71.8%	87	77.0%
International Business			105	82.9%	73	71.2%
Legal Assisting	405	84.4%	347	82.1%	270	82.6%
Marketing			95	81.1%	131	92.4%
Microcomputer Applications			324	88.6%	432	91.9%
Real Estate			404	74.8%	300	71.0%
Small Business			82	76.8%	91	76.9%
Supervision			69	85.5%	46	78.3%
TQM (Total Quality Management)					46	100%
Transportation and Travel			33	100.0%	31	96.8%
Word Processing			716	81.3%	604	82.8%
Work Experience			142	66.9%	103	38.8%
SCHOOL TOTAL: C or Better %		**80.3%**		**77.1%**		**77.2%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of Sciences & Mathematics	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
Architecture	583	88.3%	530	91.1%	506	86.2%
Astronomy	838	80.3%	800	84.3%	630	83.2%
Biology:						
Anatomy	528	80.1%	523	75.3%	461	82.4%
Biology	1094	86.7%	980	86.9%	1128	84.4%
Botany	32	93.8%	29	96.6%	31	100%
Genetics	48	77.1%	57	77.2%	44	81.8%
Microbiology	200	78.0%	184	77.7%	159	73.6%
Nutrition	357	63.9%	294	68.4%	247	79.4%
Physiology	221	87.8%	186	85.5%	163	89.0%
Zoology	25	88.0%	26	80.8%	30	86.7%
Chemistry	1340	82.2%	1262	75.1%	1261	75.3%
Computer Information & Science	2321	74.8%	2235	72.0%	2092	68.6%
Earth Sciences:						
Geography	170	84.1%	185	82.7%	178	87.6%
Geology	58	86.2%	89	77.5%	78	79.5%
Oceanography	32	81.3%	35	85.7%	25	88.0%
Engineering:						
Engineering	352	94.6%	410	91.5%	300	95.3%
Engineering Technology	371	83.0%	552	84.2%	533	87.8%
Technology	304	84.2%				
Mathematics	3489	62.3%	3539	65.7%	3643	64.3%
Physical Science	22	90.9%	20	70.0%	25	88.0%
Physics	1410	83.9%	1302	88.9%	1219	87.7%
SCHOOL TOTAL: C or Better %		**82.5%**		**80.9%**		**75.7%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of International Education & ESL	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
ESL (Credit)	5268	83.2%	5501	83.7%	5022	81.6%
SCHOOL TOTAL: C or Better %		**83.2%**		**83.7%**		**81.6%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of Liberal Arts	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
Art	2185	83.6%	1809	87.7%	1802	83.9%
Broadcasting	341	67.2%	333	74.2%	223	79.8%
English:						
Classics	16	81.3%	21	42.9%	14	78.6%
English	4487	78.5%	4581	77.2%	4367	78.8%
Humanities	619	85.3%	595	84.7%	477	79.9%
Speech	842	89.5%	841	88.9%	842	88.0%
Film	622	78.0%	546	82.4%	554	78.3%
Foreign Languages:						
Chinese	768	88.2%	711	89.0%	732	90.6%
French	719	81.9%	512	82.4%	450	83.8%
German	203	83.7%	109	76.1%	103	83.5%
Greek	31	51.6%	32	65.6%		
Hebrew	23	91.3%				
Italian	395	73.4%	284	80.6%	254	80.3%
Japanese	492	81.7%	463	86.6%	404	86.9%
Pilipino	51	98.0%	58	89.7%	98	93.9%
Russian	142	86.6%	102	93.1%	155	92.9%
Spanish	1119	80.3%	929	83.2%	936	81.2%
Gay & Lesbian Studies	43	39.5%	65	58.5%	47	63.8%
Graphic Communications	272	88.2%	250	74.4%	399	81.5%
Journalism	58	65.5%	60	75.0%	68	76.5%
Music	1640	84.3%	1596	81.1%	1702	82.1%
Photography	938	71.6%	733	73.4%	760	69.5%
Theater Arts	474	82.1%	508	87.8%	407	90.7%
SCHOOL TOTAL: C or Better %		**78.8%**		**78.8%**		**81.6%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of Library & Learning Resources	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
Library Info Technology	108	94.4%	89	60.7%	82	73.2%
Library Orientation	69	65.2%	101	89.1%	109	86.2%
SCHOOL TOTAL: C or Better %		**79.8%**		**74.9%**		**80.6%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

School of Behavioral & Social Sciences	Fall 1992		Fall 1993		Fall 1994	
	End Enrl	% C/ Better	End Enrl	% C/ Better	End Enrl	% C/ Better
African American Studies	3	100%			33	87.9%
Asian American Studies	259	88.0%	288	94.4%	388	94.1%
Asian Studies					20	55.0%
Behavioral Sciences:						
Anthropology	625	82.9%	514	86.6%	482	86.7%
Psychology	2045	79.6%	2259	72.0%	2105	72.9%
Sociology	736	65.5%	670	70.3%	639	70.0%
Child Development	836	93.7%	768	93.6%	994	95.2%
Disabled Students Programs & Services	81	61.7%	99	76.8%	127	65.4%
Guidance	584	80.1%	221	39.4%	433	86.4%
Interdisciplinary Studies	394	79.7%	413	70.7%	564	59.9%
Learning Assistance	604	77.3%	483	70.4%	490	71.2%
Parent Education	58	60.3%				
Philippine Studies	28	82.1%	52	88.5%	44	90.9%
Social Sciences:						
American Civilization	90	85.6%	51	82.4%	40	85.0%
Economics	1283	81.5%	1245	83.8%	1311	82.2%
History	3340	72.8%	3088	71.0%	2679	73.0%
Philosophy	307	83.4%	309	88.7%	251	73.3%
Political Science	1311	80.3%	1295	74.3%	1286	74.5%
Student Leadership	28	100%	27	100%	24	100%
SCHOOL TOTAL: C or Better %		**80.8%**		**78.9%**		**77.0%**

Source: ICL-80 (Final Grade Distribution Report), Fall 1992 - Fall 1994.

2. PERSISTENCE

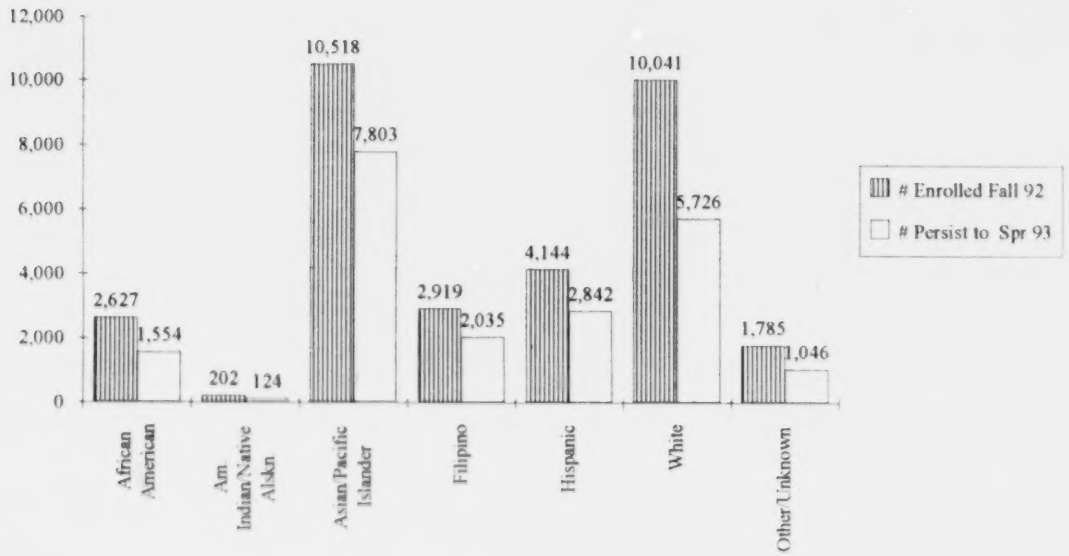
The number of credit students who are enrolling for two consecutive terms (i.e. who enroll in the Fall and persist to enroll again in the Spring) indicates commitment to a longer-term educational goal and to meeting specified requirements for a certificate degree, or transfer.

- Table/Graph 2.1. shows the number of Credit students enrolled in Fall 1992 who persisted to the Spring 1993 term. City College's overall persistence rate for Fall 92 to Spring 93 was 65.5%, which is higher than the statewide average of 48.5% for the same time period.
  (Fall 1992 to Spring 1993 persistence numbers are the most current ones available at this time.)

2.1. Fall to Spring Persistence, Credit Students Only

	# Enroll in Fall 1992	# Persist To Spring 1993	% Persist CCSF-Credit	% Persist Statewide CR
African American	2,627	1,554	59.2%	47.2%
American Indian / Native Alaskan	202	124	61.4%	49.0%
Asian / Pacific Islander	10,518	7,803	74.2%	52.7%
Filipino	2,919	2,035	69.7%	53.9%
Hispanic / Latino	4,144	2,842	68.6%	49.4%
White	10,041	5,726	57.0%	48.4%
Unknown	1,785	1,046	58.6%	37.6%
TOTAL	**32,236**	**21,130**	**65.5%**	**48.5%**

Note: Students who do not persist from Fall to Spring term may be graduates, transfer students, or others who have attained their educational goal.



Source: CCC State Chancellor's Office, MIS data (Full term reporting as of 10/94).

3. COMPLETION

Attainment of a degree or certificate which depends on access, student persistence, and the instructional program is an important student outcome.

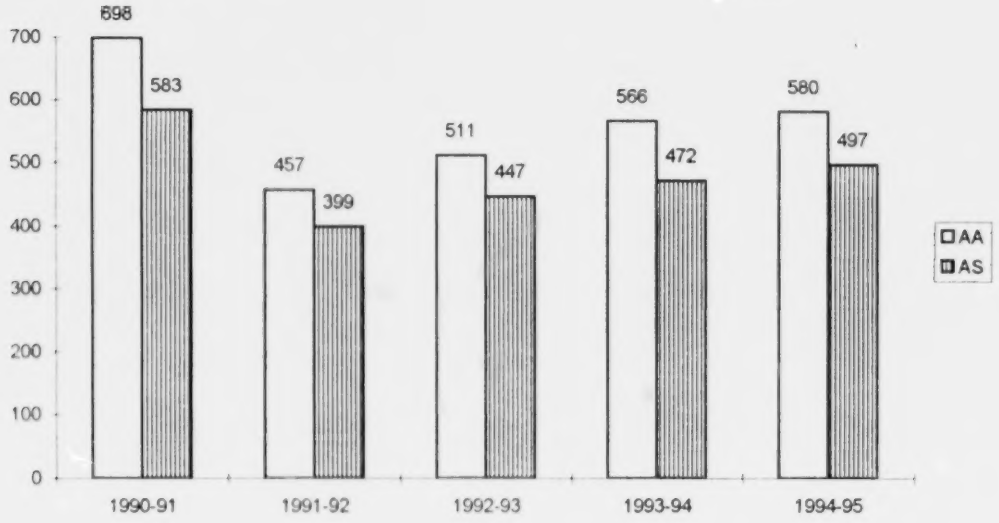
- The number of AA/AS degrees awarded in the 1991-92 academic year declined from the previous year, but has been steadily on the rise since. The number of AA/AS degrees awarded is up almost 4% from 1993-94 to 1994-95. (Graph 3.1.)

- Chart 3.2. shows the percentage of degrees awarded by ethnicity for the 1994-95 academic year as reported by the California Postsecondary Education Commission (CPEC). For the most part, the distribution resembles the Fall 1994 Credit enrollment by ethnicity.

- The number of GED examinees rose from 1,489 in 1993 to 1,528 in 1994. (Table 3.3.)

3.1. Number of Associate Degrees Awarded by Academic Year

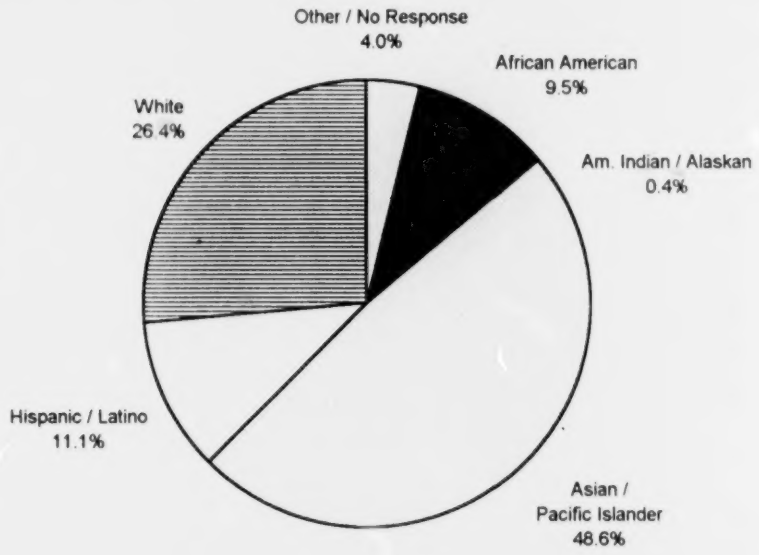
Academic Year	Total Degrees Awarded
1990 - 91	1,281
1991 - 92	856
1992 - 93	958
1993 - 94	1,038
1994 - 95	1,077



Source: CCSF Office of Admissions and Records.

Note: The number of AA/AS degress awarded reported by CPEC is higher than our internal reporting numbers.(CPEC numbers are shown on Page 32) We are currently investigating the reason for the discrepancy.

3.2. Degrees* Awarded By Ethnicity, 1994-95 Academic Year



Source: CPEC 1994-95 Degrees By Discipline Report (Report Date: 1/17/96).

* Degrees include Associate Degrees (99% of the total), Certificates: More than two years (1%).

3.3. GED (High School Equivalency)

A total of 1,528 people took a GED exam in 1994. Each examinee takes five subtests (Literature, Mathematics, Science, Social Studies, and Writing) and attends at least four testing sessions. Of the 1,528 examinees, 872 received a GED certificate[1]. 832 of these GED certificate recipients stated that they took the GED to continue their education at the college level or in a training program.

GED Examinees (Unduplicated) by Age

	1993	1994
19 and Under	446	433
20 - 24	470	469
25 - 29	234	243
30 - 34	156	156
35 - 39	89	128
40 - 49	74	85
50 and Older	20	28
TOTAL	**1,489**	**1,528**

Source: CCSF GED Office.

[1] Examinees who did not receive a certificate in 1994 may not have completed the entire GED testing process during that year.

4. COMPLETION BY FIELD OF STUDY

The number of students who initially seek an associate degree in specific fields of study and attain their goal within two, three, four, or more years of initial enrollment.

City College currently does not report completion by a specific field of study. Although CPEC publishes a report of degrees awarded by field of study, over 60% of degrees awarded in the 1994-95 academic year at CCSF were in the category, "General Studies". The following table shows the programs (as defined by CPEC) where AA/AS degrees were awarded in the 1994-95 academic year.

Program Title	AA/AS	Program Title	AA/AS
Agriculture Business & Production	9	Library Science	5
Marketing Operations / Distribution	9	Protective Services	7
Communications Technology	1	Contruction Trades	1
Computer & Information Sciences	5	Mechanics & Repairers	20
Engineering-Related Technologies	15	Precision Production Trades	42
Vocational Home Economics	39	Health Professions	414
General Studies	1,078	Business Management & Admin. Services	110

Source: CPEC 1994-95 Degrees By Discipline Report (Report Date: 1/17/96)

5. TRANSFER

The number of students who transfer to the University of California or California State University system within two, three, four, or more years. Transfer is one primary mission of community colleges and an important student outcome measure.

- The number of transfers to CSU, UC and Independent Institutions has been increasing since the Fall 1991 term. (Table 5.1.)

- Table 5.2. shows City College transfers to CSU and UC by ethnicity for the past four academic years. The overall number of African American and Hispanic/Latino transfers rose in the 1994-95 academic year, but the number of students transferring from these two groups to the UC system remains low.

- CCSF has a transfer rate of 24.50% according to the 1995 Transfer Assembly study. This compares to an average transfer rate of 18.1% for California Community Colleges, and a national community college transfer rate of 21.2%. (Section 5.3.)

- Using the Berman/Weiler transfer rate formula, CCSF has a transfer rate of 18.71% for the 1989-90 school year. The average transfer rate for all large community colleges is 15%. (Section 5.4.)

5.1. City College Transfers to California State University, University of California and Independent Institutions, Fall 1990 - Fall 1994

	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994
California State University	795	670	678	721	872
University of California	185	139	160	213	210
Independent Institutions*	27	49	61	51	92
TOTAL	**1,007**	**858**	**899**	**985**	**1,174**

Source: CPEC Student Profiles, December 1995.

Note: Fall Term numbers are used because they account for approximately two-thirds of Annual Transfer Totals.

* Only includes regionally accredited independent colleges and universities.

5.2. Ethnicity of City College Transfers to California State University and University of California, Academic Years 1991-92 through 1994-95

California State University	1991-92	1992-93	1993-94	1994-95
African American	74	71	80	91
American Indian / Native Alaskan	3	9	4	9
Asian / Pacific Islander	472	469	512	645
Filipino	62	63	56	85
Hispanic / Latino	82	90	103	121
White	245	235	191	222
Other / No Response	180	157	186	154
TOTAL	**1,118**	**1,094**	**1,132**	**1,327**

University of California	1991-92	1992-93	1993-94	1994-95
African American	6	6	4	6
American Indian / Native Alaskan	1	0	3	1
Asian / Pacific Islander	102	89	132	132
Filipino	5	7	12	5
Hispanic / Latino	13	16	15	22
White	82	60	81	73
Other / No Response	18	14	22	16
TOTAL	**227**	**192**	**269**	**255**

Source: CPEC Student Profiles; CSU Analytic Studies.

5.3. Transfer rate as defined by The Transfer Assembly (Center for the Study of Community Colleges, UCLA):

The Center for the Study of Community Colleges (UCLA) has completed the 1995 Transfer study. Students with no previous college experience who entered CCSF for the first time in Fall 1989, and earned at least twelve credits at CCSF were included in the study. The number and percentage of students who by Fall 1993 took at least one class at CSU or UC were selected. Below are the results of the 1995 study, and results from previous years the study was conducted.

CCSF has a total transfer rate of **24.50%** according to the 1995 Transfer Assembly study. This means that 24.50% of the students who were first time freshmen in the Fall of 1989 transferred to a UC or CSU campus, and had taken at least one class by the Fall of 1993. That compares favorably with the overall California community college transfer rate of 18.1%, and with the national community college transfer rate of 21.2%.

Percent Of Students Transferring By Ethnicity

YEAR OF STUDY	*AFRICAN AMERICAN*	*LATINO*	*NATIVE AMERICAN*	*ASIAN / PAC. ISLANDER*	*WHITE*	*TOTAL*
1995	14.8% (18)*	9.5% (19)	16.7% (1)	31.2% (314)	16.7% (56)	24.50% (429)
1994	14.5% (23)	10.4% (25)	20.0% (3)	35.0% (398)	17.4% (68)	26.35% (532)
1990	24.3% (44)	13.7% (27)	0.0% (0)	Not Available	33.0% (148)	26.40% (219)

*example: 14.8% of African Americans in the 1989 cohort took at least one course at CSU or UC by Fall 1993. The actual number (18) of African American students transferring follows the percentage.

5.4. Transfer rate as defined by "The California Transfer Rate Study" (Berman/Weiler):

Based on the transfer rate formula developed by the Berman/Weiler Associates, City College of San Francisco has a transfer rate of **18.71%** for the 1989-90 academic year. This means that 18.71% of those students leaving City College in the Fall of 1989 transferred to either a CSU or UC campus. CCSF ranks second among the large urban community colleges in the state that participated in the study, and seventh for all large community colleges. The average transfer rate for large community colleges is 15%.

Berman/Weiler Associates defines a transfer rate as the number of Transfers divided by the number of Leavers (non-re-enrolling students) from one Fall term to the next, excluding students with B.A.s or those concurrently attending or on leave from a four-year university.

$$\text{Transfer Rate} = \frac{\text{Transfers}}{\text{Leavers}}$$

This definition identifies the transfer rate as the answer to the question: "What percentage of students leaving a community college go on to four-year institutions?"

6. JOB PLACEMENT

The number of students placed in jobs, or who achieved job advancement within six months of degree or certificate award.

The college is working on a student outcome information system that would provide job placement information.

DISCUSSION SECTION: Student Success

City College is committed to helping students successfully meet their educational goals. The data from this chapter indicates that overall, the college is doing well in the area of student success. However, the college should devote attention to several areas of student success which can still be improved.

The college currently collects data on many of the student success indicators identified by the state. However, the college does not have sufficient information on several key student outcomes indicators.

Planning issues:

- The proposed Decision Support System (DSS) and the new Student BANNER system will begin to address some of the student outcome information concerns. Additional resources will have to be invested in a student outcome information system to provide data on program completion; job placement success; certificates and awards granted; and additional measures of student learning and success.
- Accurate and complete data collection in Noncredit also needs to be addressed.

City College continues to be one of the leading transfer institutions in the nation. CCSF has high absolute numbers of transfers, as well as high transfer rates as defined by the UCLA Center and B/W Associates. Although CCSF has improved its transfer numbers for African American and Hispanic/Latino students to the CSU system, the numbers of students from these two groups transferring to the UC system is quite low.

Planning issues:

- The college should monitor transfers to private and independent institutions to gain a more accurate picture of the college transfer function.
- The college needs to identify the factors which may contribute to low numbers of African American and Latino students who transfer, as well as barriers for all students who wish to transfer to a four-year institution.
- A Transfer Task Force is currently working on a plan which will improve the transfer function at City College.

The collegewide average for course completion (C or better) is 80.5% for Fall 1994. Although the course completion rate is high overall, some departments have rates which are much lower than the collegewide average. Course completion (C or better) rates for the three largest Credit programs in Fall 1994 were: 78.8% for English, 81.6% for ESL and 64.3% for Math.

Planning issues:

- Barriers to successful course completion need to be identified. The college can begin to identify barriers by examining the following areas: the assessment process; the pre-requisite enforcement process; expanding instructional support services; and alternative modes of delivering instruction.

City College has a higher persistence rate for Credit students than the statewide average. (65.5% compared to the statewide average of 48.5% for Fall 1992 to Spring 1993.)

Planning issues:

- The college needs to collect data in order to establish a Fall term to Fall term persistence rate.

The number of GED examinees and the number of those examinees who received a GED certificate is up from last year. 95% of the GED certificate recipients stated that they wish to continue their education at the college level or in a training program.

Planning issues:

- The college needs to monitor GED certificate recipients to see if they are continuing their education at CCSF. Efforts to best serve the GED population need to be identified.

CHAPTER THREE

STUDENT SATISFACTION

An essential measure of institutional effectiveness is the student's level of satisfaction as consumers of educational programs and services. The State Chancellor's Office delineates five student satisfaction indicators. Student expectations and satisfaction must be assessed for the following areas:

1. Access
2. Instruction
3. Instructional / Support Services
4. Student Services
5. Facilities

Master Plan Goals Related to Student Satisfaction

Goal 2.2:	Promote efficiency in student services.	*(Student Services)*
Goal 4.2:	Market college facilities and services.	*(All indicators)*

Student Satisfaction Survey Results
1995-96 Program Review

Instructional Survey

As part of the 1995-96 Program Review cycle, a student satisfaction survey was administered to students enrolled in courses in the instructional departments undergoing program review. The survey was developed by the Office of Institutional Research & Planning in conjunction with the Department Chairs, School Deans, the Program Review Committee and the Research Committee. Results from the survey presented in this chapter pertain to student satisfaction regarding Instruction and Facilities, and are provided at the school level.

Almost 4,000 students responded to the instructional satisfaction survey, representing 19.5% of the total student population in Spring 1995. Demographic information on the students responding to the instructional survey, as well as their long term educational goals is provided on the following page. (Fall 1994 collegewide student demographic information is on Page 8.)

Student Services Surveys

Two student service units, the Career Development and Placement Center (CDPC) and Student Health Services, also administered a student satisfaction survey as part of their program reviews. Over 200 students filled out a satisfaction survey for CDPC, and 470 students responded for Student Health. Some of the results from these surveys are highlighted in the Student Services section. Comparable results from program review surveys administered last year in Admissions and Records, Financial Aid and Counseling are also included.

Demographics of Students Responding to the Instructional Survey

Female	60.6%
Male	39.1%
19 or under	6.2%
20 - 24	35.7%
25 - 29	19.6%
30 - 34	11.7%
35 - 39	8.8%
40 - 40	11.1%
50 and older	6.6%
Unknown / No Response	0.2%

American Indian / Alaskan	0.6%
African American	8.3%
Asian / Pacific Islander	27.8%
Filipino	10.3%
Hispanic / Latino	12.5%
Other Non-White	0.0%
White	28.5%
Unknown / No Response	12.0%

Long term educational goals of students responding to the survey

	BA or higher	AA / AS degree	Job Skills	Vocational Certificate	Basic Skills	Personal
Behavioral/Social Sciences	62.7	11.6	4.9	5.1	1.1	14.6
Sciences/Mathematics	82.9	8.7	2.7	2.0	1.4	2.4
Liberal Arts	63.8	13.9	2.7	0.7	1.0	17.8
Health/Physical Education	54.2	20.3	2.1	10.9	0.4	12.1
Business	20.8	7.9	34.8	16.6	4.7	15.0
Applied Science/Technology	34.4	22.6	11.1	13.8	1.3	16.7
Aggregate Total	**60.5%**	**12.9%**	**7.1%**	**6.5%**	**1.4%**	**11.6%**

Students filled out instructional satisfaction surveys in the following departments*

School of Applied Science & Technology
Aeronautics
Consumer Arts and Science
Labor Studies

School of Behavioral & Social Sciences
Behavioral Sciences
Child Development / Family Studies
Women's Studies

School of Science and Mathematics
Chemistry
Computer and Information Sciences
Mathematics
Math Bridge

School of Health & Physical Education
Dental Assisting
Pharmacy Technician
Health Science
Nursing - Registered
Nursing - Vocational

School of Liberal Arts
Gay and Lesbian Studies
Music

School of Business
Finance
Microcomputer Applications (Noncredit)
Wordprocessing (Noncredit)

* No departments in the School of International Education & ESL were surveyed for the 1995/96 program review cycle.

1. ACCESS

Questions regarding student satisfaction with access were not asked on the surveys administered for this program review cycle, but will be included on future surveys.

2. INSTRUCTION

- Over 40% of the students responding to the Satisfaction Survey gave overall quality the highest rating (8 or excellent). The School of Business received the highest rating of 51.0%.
- Students filling out surveys in the School of Business rated the availability of instructors during office hours higher than in the other schools (46.1% in Business compared to 33.6% overall).

Rate the overall quality of instruction in this department
(1 = poor and 8 = excellent)

	1	2	3	4	5	6	7	8
Behavioral/Social Sciences	0.4	0.7	1.1	2.8	5.3	13.1	28.3	48.3
Sciences/Mathematics	0.2	0.3	2.1	5.8	11.6	24.1	31.9	24.1
Liberal Arts	0.0	0.2	1.0	3.0	5.9	13.1	29.1	47.8
Health/Physical Education	0.2	1.4	2.1	5.2	9.2	14.4	31.0	36.5
Business	0.3	0.5	0.3	2.3	6.4	11.6	27.6	51.0
Applied Science/Technology	0.0	0.6	1.0	1.9	4.8	14.3	31.1	46.3
Aggregate Total	**0.2%**	**0.6%**	**1.4%**	**3.8%**	**7.6%**	**16.1%**	**29.9%**	**40.3%**

Rate the availability of instructors in this department during office hours
(1 = poor and 8 = excellent)

	1	2	3	4	5	6	7	8
Behavioral/Social Sciences	0.6	1.4	2.1	7.1	11.3	17.4	21.8	38.3
Sciences/Mathematics	1.7	1.5	3.7	7.2	14.1	21.4	26.1	24.3
Liberal Arts	0.5	0.8	2.6	4.9	14.7	15.2	21.6	39.7
Health/Physical Education	2.6	2.0	3.0	7.0	14.1	19.3	24.3	27.8
Business	1.7	1.7	2.9	6.9	9.7	13.2	17.8	46.1
Applied Science/Technology	1.3	1.3	5.0	5.6	10.6	17.9	23.2	35.1
Aggregate Total	**1.3%**	**1.5%**	**3.0%**	**6.7%**	**12.6%**	**18.1%**	**23.0%**	**33.6%**

3. INSTRUCTIONAL / SUPPORT SERVICES

Questions regarding student satisfaction with instructional / support services were not asked on the surveys administered for this program review cycle, but will be included on future surveys.

4. STUDENT SERVICES

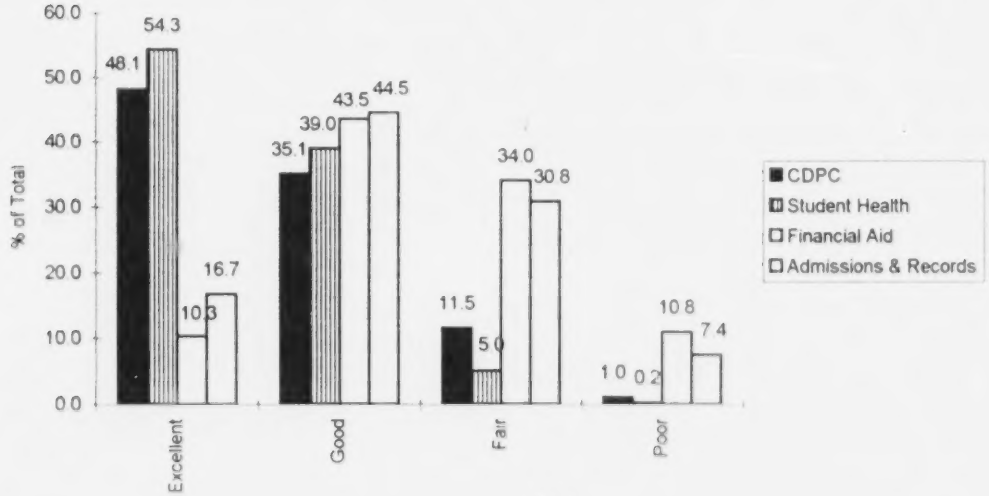
As part of the Program Review process, 208 students filled out surveys for the Career Development and Placement Center (CDPC), and 470 students for Student Health in Fall 1995. From the Fall 1994 Program Review surveys, 510 students filled out surveys for Admissions & Records, and 594 students did so for Financial Aid.

- Over 54% of the students surveyed for Student Health and over 48% of the students surveyed for CDPC gave the overall treatment at each of the student services an excellent rating. Information for Admissions & Records and Financial Aid (from Program Review surveys administered in Fall 1994) are included for comparison.

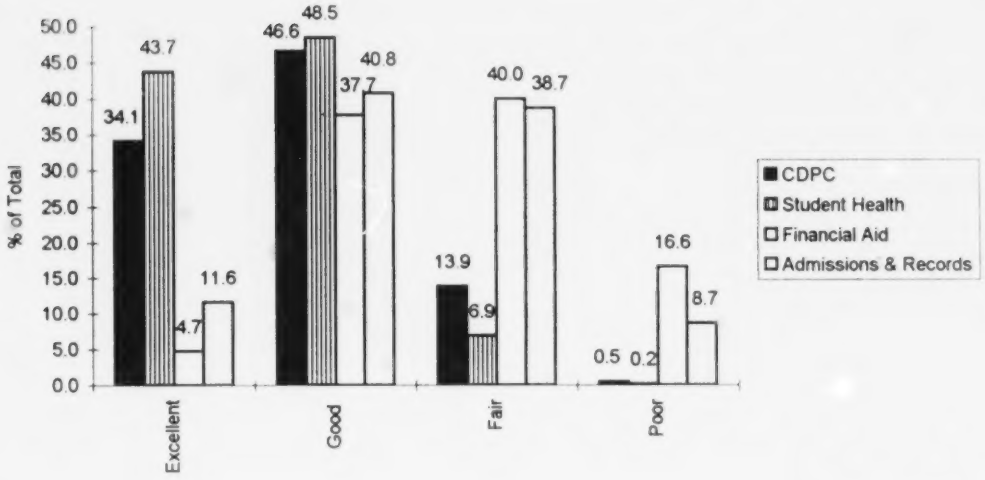
- Most of the students surveyed for Student Health and CDPC felt the environment at each of the student services was comfortable for them (80.7% rated it as excellent or good for CDPC and 92.2% for Student Health). Information for Admissions & Records and Financial Aid (from Program Review surveys administered in Fall 1994) are included for comparison.

- The vast majority of students surveyed would definitely recommend each of the student services to others (65% for CDPC and 86% for Student Health).

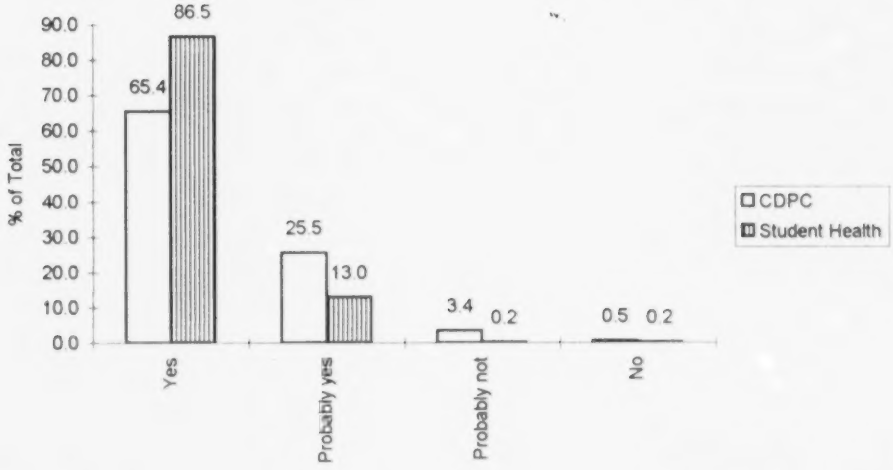
Overall, how were you treated?



How comfortable was the environment for you?



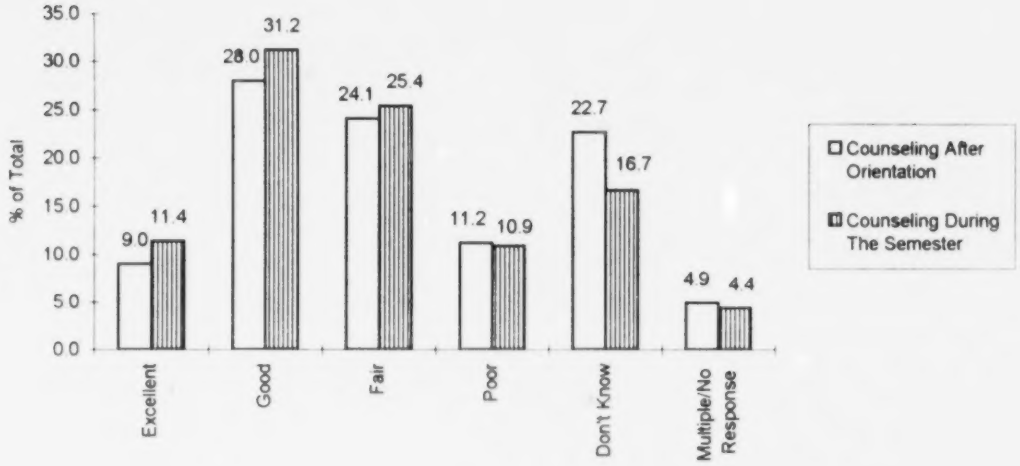
Would you recommend this service to others?



(This question was not asked on the Admissions & Records or Financial Aid surveys)

The results shown below are from the Program Review surveys administered in General Counseling, the Transfer Center, Re-entry Program, International Student Counseling, and Athletics Counseling during the Fall 1994 semester. The results from each of the surveys has been aggregated to show an overall rating of the Counseling Department. Over 850 students responded to one or more of the surveys administered in the Counseling Department.

Rate Counseling Right After Orientation, and Rate Counseling During The Semester



5. FACILITIES

- Responses from the instructional student satisfaction survey show that students had low ratings for classroom facilities.

Rate the classroom facilities in this department
(1 = poor and 8 = excellent)

	1	2	3	4	5	6	7	8
Behavioral/Social Sciences	3.5	2.4	4.6	9.0	16.5	20.7	19.8	23.6
Sciences/Mathematics	2.6	3.7	6.5	10.8	18.2	22.9	22.5	12.9
Liberal Arts	5.1	3.9	7.3	9.7	17.3	20.0	17.0	19.7
Health/Physical Education	6.0	3.7	5.4	11.1	19.3	21.3	20.9	12.3
Business	1.6	1.0	4.9	6.2	17.1	17.1	25.8	26.4
Applied Science/Technology	8.3	4.4	7.0	6.0	17.8	14.3	21.0	21.3
Aggregate Total	**4.0%**	**3.1%**	**5.7%**	**9.3%**	**17.6%**	**20.4%**	**21.1%**	**18.8%**

DISCUSSION SECTION: Student Satisfaction

In the context of the strategic planning initiative, the college is focusing efforts to become more service-oriented in order to provide a better learning environment for our students. Based on the student satisfaction survey results reported in this chapter, there are high levels of satisfaction with instruction and some student services.

Student satisfaction survey results reported in this chapter are from the following surveys administered for the 1995/96 program review cycle: an instructional student satisfaction survey administered during the Spring 1995 term to all departments undergoing program review; two student service units undergoing program review during the Fall 1995 term. Last year's program review survey results from three additional units are also included in this section so that we can begin to develop a more comprehensive understanding of the student satisfaction issues at City College.

The Office of Research is currently working with several different committees to develop surveys which address campus climate, sexual harassment, racism, homophobia and other issues as they arise.

Overall, students gave the Student Health Center and the Career Development and Placement Center high ratings. However, student satisfaction with college services in the area of Financial Aid and Admission & Records shows that only a small number rate these services as excellent. (10% rated Financial Aid as excellent; 17% gave Admissions & Records an excellent rating)

Planning issues:

- Plans for Financial Aid and Admissions & Records should be developed which identify adequate resources to meet the needs of students in these two critical areas. Such plans should address limitations of the facilities; obstacles to efficient service; and staff training to be more responsive to students.

The quality of counseling services also needs to be addressed. Only 9% of the students surveyed gave Counseling an excellent rating right after Orientation, and 11% gave counseling services during the semester an excellent rating.

Planning issues:

- College planning needs to address how counseling programs can more adequately respond to student needs.

Student satisfaction survey results confirm what we already know, that the facilities are poor. Only 18.8% of the students surveyed gave classroom facilities the highest rating.

Planning issues:

- The college needs a comprehensive plan to renovate and modernize college facilities.

CHAPTER FOUR

STAFF COMPOSITION

The composition of the staff (staff includes administrators, faculty and Classified staff) at City College should closely resemble that of the state's adult population. AB 1725 established a system-wide goal of thirty percent minority hires within the community college system. The State Chancellor's Office calls for two indicators in the area of staffing:

1. Staff Diversity
2. Number of Full-time to Part-time Faculty

Master Plan Goals Related to Staff Composition

Goal 5.2: Recruit and hire qualified personnel. *(Staff Diversity)*

1. STAFF DIVERSITY

The number and percentage of staff in each gender, ethnic and age group, the date of hire, and Equal Employment Opportunity (EEO-6) job category demonstrates staff composition that affects campus climate, particularly for underrepresented students, as well as a commitment to affirmative action.

The district's Affirmative Action and Staff Diversity Plan for 1994-1996 includes the Board of Trustee's Equal Employment Opportunity policy statement. The statement affirms that "the San Francisco Community College District provides equal employment opportunity in all areas of its employment practices. Personnel decisions at all levels of employment are made on the basis of job-related qualifications and without regard to factors of race, color, ethnic group identification, national origin, ancestry, gender, age, marital status, handicapped conditions, medical conditions, sexual orientation or status as a Vietnam-Era veteran." The district's Affirmative Action and Staff Diversity Plan for 1994-1996 is available in key offices throughout the district, in the library, and in the Office of Affirmative Action/Staff Development.

- The gender, ethnic and age distribution of City College's staff from Fall 1992 to Fall 1994 is highlighted in Table 1.1.
- Table 1.2. shows a comparison of City College's staff to the Bay Area population (30 mile radius) and to the CCSF student body (Fall 1994).

1.1. Age, Gender & Ethnicity Distribution of CCSF Staff, Fall 92 - Fall 94 (Percentages)

	Administrators			Faculty*			Classified Staff		
Fall Terms	**1992**	**1993**	**1994**	**1992**	**1993**	**1994**	**1992**	**1993**	**1994**
Female	47.9%	50.0%	45.2%	50.4%	50.7%	51.4%	55.9%	55.1%	55.8%
Male	52.1%	50.0%	54.8%	49.6%	49.3%	48.6%	44.1%	44.9%	44.2%
African American	22.9%	15.8%	16.7%	8.6%	8.8%	8.7%	16.8%	16.8%	16.0%
Am. Indian/Alaskan	0.0%	0.0%	0.0%	1.2%	1.3%	1.1%	0.1%	0.1%	0.5%
Asian/Pacific Islander	22.9%	23.7%	21.4%	14.3%	15.3%	15.4%	30.1%	31.1%	31.2%
Filipino	4.2%	5.3%	7.1%	1.7%	1.9%	2.0%	10.8%	10.8%	11.9%
Hispanic/Latino	12.5%	13.1%	11.9%	8.2%	8.0%	7.6%	14.4%	15.0%	15.1%
Other			0.0%			0.4%			0.0%
White	37.5%	42.1%	42.9%	66.1%	64.7%	64.9%	27.7%	26.1%	25.3%
Under 30	4.2%	2.6%	2.6%	1.6%	1.5%	0.2%	17.3%	15.6%	9.1%
30 - 39	6.3%	10.5%	5.3%	16.2%	13.4%	9.0%	28.1%	26.3%	24.5%
40 - 49	45.8%	44.7%	31.6%	38.3%	37.3%	31.7%	28.0%	29.0%	31.7%
50 - 59	39.6%	39.5%	39.5%	30.6%	34.9%	38.9%	17.5%	19.1%	22.4%
60 and older	4.2%	2.6%	21.1%	13.2%	12.9%	20.2%	9.1%	9.9%	12.3%
TOTAL (Number)	**48**	**38**	**42**	**1,791**	**1,632**	**1,634**	**790**	**748**	**76**

Source: MIS Staff Data, Fall 1992-Fall 1994.

* Faculty includes Counselors, Librarians, Nurses and other Certificated.

1.2. Ethnic Distribution of CCSF Staff to Bay Area Population (30-Mile Radius), CCSF Students (Credit and Noncredit), Fall 1994

	Admin.	Faculty	Classified Staff	Bay Area Pop. (18 +)	CCSF (CR and NC)
African American	16.7%	8.7%	16.0%	10.6%	8.2%
Am. Indian / Alaskan	0.0%	1.1%	0.5%	0.4%	0.4%
Asian / Pacific Islander*	21.4%	15.4%	31.2%	15.4%	36.9%
Filipino*	7.1%	2.0%	11.9%		5.9%
Hispanic / Latino	11.9%	7.6%	15.1%	11.9%	16.9%
White	42.9%	64.9%	25.3%	61.4%	25.9%
Other / Unknown	0.0%	0.4%	0.0%	0.1%	5.8%

Source: MIS Staff Data, Fall 1994, CCC Chancellor's Office "Local Staff Availability Data" (1990 Census Data).

* Filipinos are included in the Asian/PI category in the Census data provided by the CCC State Chancellor's Office.

2. NUMBER OF FULL-TIME TO PART-TIME FACULTY

The number and percentage of faculty working full-time and part time provide a measure of instructional climate, stability and increased professionalism.

- Of the 1,634 faculty members employed during the Fall 1994 term, 735 were full-time and 899 were part-time. (Table 2.1.)
- City College's full-time to part-time ratio (Credit faculty only) is above the state-mandated floor. (Section 2.2.)
- Over 57% of the New Hires (First Year Contract) in Fall 1994, and 77% of the New Hires in Fall 1995 were White. (Table / Graph 2.3.)
- Table 2.4. shows the gender and ethnicity of Part-time Hires, those hired from the department hiring pool and those chosen solely by a department chair, for Fall 1994 and Fall 1995.

2.1. Full-time to Hourly Faculty (Credit and Noncredit), Fall 1994

	Full-time Faculty		Hourly Faculty	
	Number	%	Number	%
Female	391	53.2%	449	49.9%
Male	344	46.8%	450	50.1%
African American	69	9.4%	73	8.1%
American Indian / Native Alaskan	12	1.6%	6	0.7%
Asian / Pacific Islander	118	16.1%	133	14.8%
Filipino	16	2.2%	16	1.8%
Hispanic / Latino	61	8.3%	64	7.1%
White	458	62.3%	602	67.0%
Other	1	0.1%	5	0.6%
Under 30	0	0.0%	4	0.4%
30 - 39	38	5.2%	112	12.0%
40 - 49	205	27.9%	325	34.7%
50 - 59	346	47.0%	305	32.6%
60 and older	147	20.0%	190	20.3%
TOTAL	**735**		**899**	

Source: MIS Staff Data, Fall 1994.

Note: The figures reported for the age categories are slightly higher than those reported for gender and ethnicity. The age figures were calculated at the end of the Fall term while the gender and ethnicity figures were calculated at a mid-point in the Fall term.

2.2. 75/25: Full-time to Part-time Credit Faculty Ratio

The concept of the Full-time / Part-time ratio was initiated in law through AB1725 in 1988. It appears in Education Code section 87482.6 and in Title 5 section 51025. These regulations, however, do not require districts to achieve or maintain a given ratio of full-time to part-time faculty. An ***ideal*** ratio of 75 percent full-time was stated as a goal, but the requirement that districts must meet is stated in terms of a specific number of full-time faculty and ***not*** in terms of a ratio. These regulations only speak to full-time faculty teaching Credit classes. There is no regulation pertaining to the number of full-time faculty teaching Noncredit classes.

The base year for the calculation of the district's full-time faculty obligation is 1988. The State Chancellor's Office calculated the Full-time Equivalent Faculty (FTE) for Fall 1988. In 1989 and 1990, the legislature provided Program Improvement money to Community College districts. Based on each districts full-time / part-time ratio in 1988 and 1989, the State Chancellor's Office determined what percentage of this Program Improvement money must be dedicated to hiring NEW full-time faculty. The number of full-time faculty was based on the appropriate percentage of Program Improvement money and the average cost of full-time faculty statewide. By September 30, 1991, districts had to meet this adjusted full-time Credit faculty FTE.

In subsequent years, this full-time faculty obligation is required to be adjusted based on a percentage of growth money added to the state budget. However, since 1991 the financial condition of the State of California has not only been below average, but has provided the worst financial period in the history of community colleges. In fact, deficits have occurred which total over $100 million. This financial condition has in fact reduced each district's full-time faculty obligation, rather the opposite of what was anticipated in AB1725.

The Full-time Credit Faculty Obligation for City College is summarized below:

	Base Year FTE	Program Improvement Increase in FTE		Full-time Faculty - Credit FTE				
	1988	1989	1990	1991	1992*	1993	1994	1995
		33.3%	40%					
Obligation	374.6	+19	+22	415.6	----	397.0	396.6	386.4
Actual				443.4	----	418.5	436.6	444.5

Source: CCSF Human Resources Office

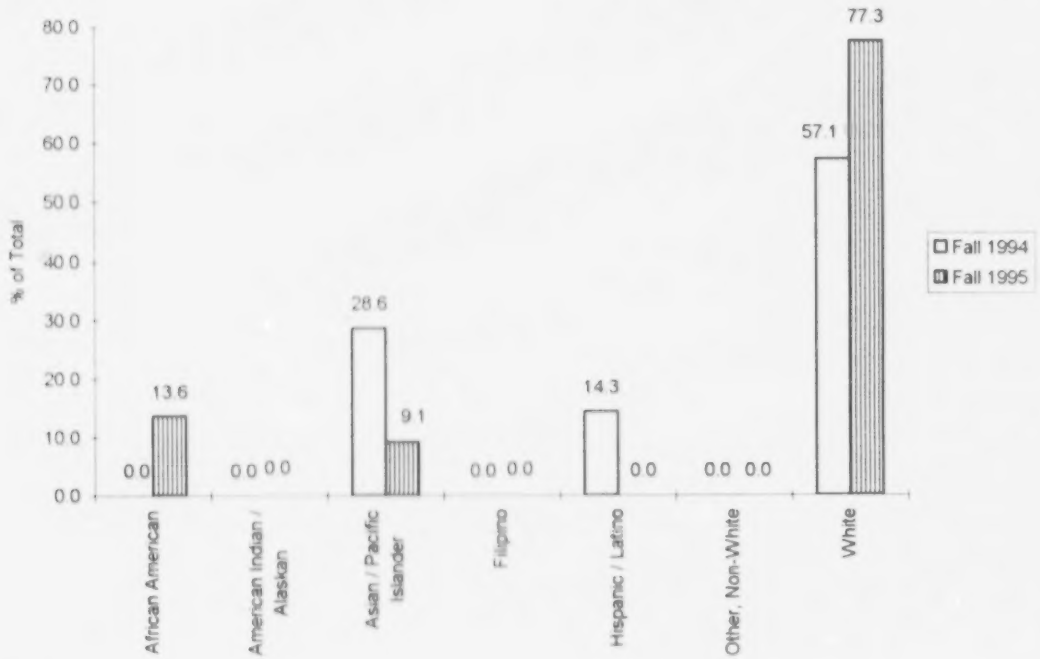
* There was no state reporting on the Full-time / Part-time ratio in 1992.

2.3. Gender and Ethnicity of New Hires (First Year Contract), Fall 1994-Fall 1995

	Fall 1994		Fall 1995	
	Number	Percent	Number	Percent
Female	9	64.3%	13	59.1%
Male	5	35.7%	9	40.9%
African American	0	0.0%	3	13.6%
American Indian / Alaskan	0	0.0%	0	0.0%
Asian / Pacific Islander	4	28.6%	2	9.1%
Filipino	0	0.0%	0	0.0%
Hispanic / Latino	2	14.3%	0	0.0%
Other, Non-White	0	0.0%	0	0.0%
White	8	57.1%	17	77.3%
TOTAL	**14**	**100%**	**22**	**100%**

Source: MIS Staff Data, Fall 1994-Fall 1995.

Note: The numbers represent the total positions filled as of the end of October for each Fall term.



2.4. Gender and Ethnicity of Part-time Hires, Fall 1994 - Fall 1995

Part-time Hires *(hired from the department hiring pool)*	Fall 1994		Fall 1995	
	Number	Percent	Number	Percent
Female	8	53.3%	15	62.5%
Male	7	46.7%	9	37.5%
African American	1	6.7%	4	16.7%
American Indian / Alaskan	0	0.0%	0	0.0%
Asian / Pacific Islander	2	13.3%	1	4.2%
Filipino	1	6.7%	0	0.0%
Hispanic / Latino	1	6.7%	2	8.3%
Other Non-White / Unknown	0	0.0%	3	12.5%
White	10	66.7%	14	58.3%
TOTAL	**15**	**100%**	**24**	**100%**

Emergency Hires *(chosen solely by department chair/designee)*	Fall 1994		Fall 1995	
	Number	Percent	Number	Percent
Female	19	41.3%	25	49.0%
Male	27	58.7%	26	51.0%
African American	4	8.7%	6	11.8%
American Indian / Alaskan	0	0.0%	0	0.0%
Asian / Pacific Islander	6	13.0%	4	7.8%
Filipino	1	2.2%	1	2.0%
Hispanic / Latino	4	8.7%	1	2.0%
Other Non-White / Unknown	5	10.9%	11	21.6%
White	26	56.5%	28	54.9%
TOTAL	**46**	**100%**	**51**	**100%**

Source: MIS Staff Data, Fall 1994 - Fall 1995

DISCUSSION SECTION: Staff Composition

City College has developed an Affirmative Action and Staff Diversity Plan for 1994-96 which includes the Board of Trustee's Equal Employment Opportunity policy statement. There is diversity among the college's staff, but there are still several areas where the college can improve on the diversity of its staff composition.

Most of the college's staff members (faculty, administrators and classified staff) are over the age of 40 as shown in Table 1.1. In addition, the vast majority of the college's new hires: First Year Contracts, Part-time Hires (hired from the department hiring pool), and Emergency Hires (chosen solely by department chairs/designees) are disproportionately non-minority.

Planning issues:

- College planning should address the recruitment of more diversified candidates for faculty, administrators and classified staff hiring pools, focusing on those candidates who are trained in today's skills and technologies.
- College planning must continue to work on its affirmative action goals, especially for Asian/Pacific Islanders; Filipinos; Hispanic / Latinos and African Americans.

The college continues to be in compliance with the State's full-time to part-time credit faculty ratio.

Planning issues:

- Departments and schools should address the issue of an optimum ratio of full-time to part-time faculty.

CHAPTER FIVE

FISCAL CONDITION

The fiscal condition of the college includes the capacity of the institution to meet all of its current and future obligations as well as any unexpected financial problems caused by either an internal or external condition. The State requires reporting on a minimum of two indicators:

1. Community College Funding
2. Fiscal Stability

Master Plan Goals Related to Fiscal Condition

Goal 3.2:	Replace old equipment with state-of-the-art equipment.	*(Community College Funding)*
Goal 4.1:	Explore additional revenue sources from contract education, fee-based community services and certificate renewal courses.	*(Community College Funding)*
Goal 4.3:	Recruit more international students.	*(Community College Funding)*
Goal 4.4:	Develop and expand alternative funding sources.	*(Community College Funding)*
Goal 6.3:	Allocate district finances and resources efficiently.	*(Community College Funding)*

1. COMMUNITY COLLEGE FUNDING

The overall level of funding adjusted for inflation from federal, state, and local sources provides a measure of the support and commitment of government to the community college.

- Table 1.1. shows the General Fund Revenues: Restricted and Grants for 1993-94 through 1995-96. (Figures for the 1995-96 year are estimates.)
- Partnership Grants with other educational institutions are shown in Table 1.2.
- The total General Fund: Unrestricted revenues and expenditures for the 1993-94 through 1994-95 fiscal years are highlighted in Table 1.3.
- City College is maintaining a 3.7% reserve in the 1995-96 fiscal year. (Table 1.4.)
- Table 1.5. shows that in 1994-95, City College spent more than the State's 50% requirement on "direct expenses of education" (54.20%).
- The College's Base/COLA/Growth Funds (State award vs. actual amount received) for the past four years is presented in Table 1.6.

1.1. General Fund Revenues: Restricted and Grants

	1993-94	1994-95 (probable)	1995-96 (estimate)
Child Development Fund:			
Federal	42,645	193,246	195,518
State	918,293	955,737	984,287
State Pass-Thru	12,500	10,000	13,000
Total: Child Development Fund	*973,438*	*1,158,983*	*1,192,805*
Federal:			
JTPA Funds	458,686	279,036	216,846
Federal Direct Grants (Competitive)	328,705	256,368	1,345,067
Federal Pass-Thru	379,181	595,404	630,298
VATEA Basic Grant	819,163	1,394,194	865,869
VATEA Special Projects	233,086	570,933	413,604
Total: Federal	*2,218,821*	*3,095,935*	*3,471,684*
Categoricals (State):			
EOPS	1,132,122	1,130,571	1,105,954
DSPS	516,941	541,997	581,017
Matriculation	929,905	915,893	924,738
Apprenticeship	307,894	279,772	0
Instructional Equipment Replacement *	0	842,220	0
Board of Financial Aid Program	83,956	111,181	139,097
AB1725 Staff Development	244,241	186,105	200,654
Total: Categoricals (State)	*3,215,059*	*4,007,739*	*2,951,460*
Other:			
Competitive Grants	184,636	537,956	527,801
State Pass-Thru Local (GAIN & GATES)	175,977	190,000	320,000
Foundation Grants	240,435	248,986	301,694
Total: Other	*601,048*	*976,942*	*1,149,495*
Fees For Services:			
Community Services	439,471	496,011	496,011
Contract Education Services	269,038	285,165	288,165
Contract Education Incentives	47,450	47,450	47,450
ESL / International Education	320,400	415,512	415,512
Grants Fiscal Services	146,214	144,945	144,945
Parking Fund Services	288,409	416,657	250,000
Student Health Services	547,654	462,176	462,176
Total: Fees For Services	*2,066,202*	*2,267,916*	*2,104,259*
TOTAL: RESTRICTED AND GRANTS	**$9,074,568**	**$11,507,515**	**To Be Determined**

Source: CCSF Business Office

* One-time only revenue for 1994-95

1.2. Partnership Grants With Other Educational Institutions (1994-95)

Grant Title / Activity	Other Partners	Total Grant Amount *	Duration of Grant
SAFE Start: Training for early childhood violence intervention	SFSU; Canada College; Contra Costa College; DeAnza College; and Merritt College	$3.9 million	1994 - 1999
City of Service: National Service Project	SFSU; USF; New College	$780,000	1994 - 1997
Urban Community Service (Environmental Technology; Community Health Outreach Workers)	SFSU	$1.35 million	1993 - 1996
Eisenhower Program: Teacher Training in Science thru Mission Science Workshop	SFUSD; SFSU	$964,000	1993 - 1996
Calculus Reform Project	Laney College; SFSU; CSU-Hayward	$267,300	1994 - 1997

Source: CCSF Office of Institutional Development, Research & Planning.

* The total grant amount is shared with the other educational institutions listed. CCSF receives funding for faculty time; travel; supplies; and other miscellaneous items.

1.3. General Fund: Unrestricted

	1993-94 (Actual)	1994-95 (Probable)	1995-96 (Estimate)
Beginning Balance	2,441,867	5,920,669	4,678,720
Prior Year Recoveries	241,662	232,504	
REVENUES			
District General Revenues (Total):	**83,754,371**	**84,660,698**	**88,434,041**
State - General Apportionment			
Local - Property Taxes			
Student Charges - Enrollment Fee (98%)			
Other Revenues (Total):	**16,215,716**	**16,408,664**	**16,289,436**
Federal - Grants Admin Allowance	85,724	112,750	86,000
State - Lottery, Basic Skills, GAIN, All Others	6,363,223	4,657,695	5,049,436
Local - Sales Tax (Proposition A, 1st & 2nd Election)	6,773,362	8,097,361	7,800,000
Local - Other	611,221	951,432	859,000
Student Charges - Non-Resident Tuition, Enroll. (2%)	2,032,186	2,495,130	2,495,000
Transfer From Capital Outlay Fund	350,000	94,296	
TOTAL RESOURCES:			
(Balance + Recoveries + Revenues)	**102,653,616**	**106,757,527**	**109,402,197**
TOTAL EXPENDITURES	**95,871,994**	**100,000,035**	**108,419,069**
Excess Of Resources Over Expenditures			983,128
Prior Year Adjustments	251,283	857,676	
Transfer To Special Reserve	(3,500,000)	(500,000)	
ENDING BALANCE, UNRESERVED	**$3,532,905**	**$4,678,720**	**(To Be Determined)**

Source: CCSF Business Office

1.4. Maintenance of a Five Percent Reserve

The State Chancellor's Office interpretation of State Regulations directs community college districts to maintain a reserve equal to five percent of general fund expenditures.

RESERVE	1992-93	1993-94	1994-95	1995-96
Start of Year	$2,000,000	$3,500,000	$4,000,000	$4,000,000
End of Year	$0	$3,500,000	$4,000,000	$4,000,000
Reserve %	**0.0%**	**3.7%**	**3.9%**	**3.7%**

Source: CCSF Business Office

1.5. Maintenance of the State's Fifty Percent Law

Section 84362 of the State Education Code requires that the salaries and benefits of classroom instructors and instructional aides, comprise no less than 50% of a community college district's spending for education.

	1991-92	1992-93	1993-94	1994-95
SF Community College District	52.73%	53.46%	53.61%	54.20%
Statewide Average	52.64%	52.76%	52.56%	To Be Determined

Source: CCSF Business Office.

1.6. Accuracy of the college's Base/COLA/Growth Funds as measured by State award vs. actual amount received

Approximately eighty five per cent of the district's unrestricted general fund is commonly referred to as "state funds". These funds are composed of three primary elements, base funds, growth funds, and COLA. Unlike K-12 districts, community colleges are not protected from shortfalls in the revenue sources that supply "state funds". Consequently, community colleges do not necessarily receive all of the funds they are entitled to.

	1992-93	1993-94	1994-95	1995-96
Base Funds:				
Amount Awarded	$86,816,617	$86,816,617	$86,280,568	$88,878,433
Amount Received	$84,752,525	$83,760,555	$83,260,748	
% Received	97.6%	96.5%	96.5%	
COLA Funds:				
Amount Awarded	$0	$0	$0	$2,597,921[1]
Amount Received	$0	$0	$0	
Growth Funds:				
Amount Awarded	$525,832	$0	$0	$0
Amount Received	$513,212	$0	$0	
% Received	97.6%			

Source: CCSF Business Office.

[1] Included with the Base Funds.

1.7. Utilization rates of campus buildings vs. collegewide average

Information for this measure is currently being collected.

2. FISCAL STABILITY

The number of districts rated at fiscal risk. Districts have a fiduciary trust in handling public money. The way in which money is handled has a long term effect on the health of the district and the quality of services that can be delivered to students.

- City College moved from the Medium Risk category to the Low Risk category during the 1993-94 fiscal year, and is currently not in any of the "Risk" categories.

2.1. High, Medium and Low Risk Districts

	1990-1991		1991-1992		1992-1993		1993-1994	
	#	%	#	%	#	%	#	%
High Risk	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Medium Risk	4	3.7%	2	1.8%	2	1.8%	4	3.7%
Low Risk	10	9.3%	11	10.2%	12	11.2%	17	15.9%

Source: State Chancellor's Office, Fiscal & Program Standards Accountability Unit.

High Risk means that the district will need to take immediate action in order to avoid default.

Medium Risk means that a district could face default within the next six to eighteen months if action is not taken.

Low Risk means that a district could face default within the next eighteen months to three years if no action is taken.

DISCUSSION SECTION: Fiscal Condition

CCSF has stabilized its fiscal condition and is no longer on the State Chancellor's Risk List. The college is also well above the minimum State requirement of 50% for the total district's spending for education. Grants and other alternative funding sources are becoming more significant for instructional programs at the college. Direct grants to the college as well as partnership grants are bringing in new revenues and opening new possibilities for educational change within the college. Trends also indicate increases in revenue from contract education, community services and international education.

Uncertainly about the levels of state funding continues to be a negative factor in fiscal planning for the college. The state has pulled back funds from the college in the middle of the year during the last three fiscal years, forcing the college to rely on its reserves.

Planning issues:

- The need to maintain a prudent reserve continues to be a critical factor in college planning.
- The college needs to pursue long-range and short-term enrollment management plans to stabilize external fiscal turbulence.

CHAPTER SIX

LOCAL INDICATORS

Colleges are expected to develop indicators for a local accountability system which are relevant for the college's decision making. Local indicators should strengthen the connection between external accountability reporting and college improvement activities by linking community college systemwide goals to the college's programs and activities for achieving those goals.

Current strategic planning efforts at the college will determine what our local indicators should be. Listed below are the Master Plan Goals not covered in other chapters of the Atlas.

Master Plan Goals Not Covered in other chapters of the Atlas

Goal 2.3: Improve the quality of student life.
Goal 3.1: Modernize and maintain college facilities.
Goal 5.1: Foster effective participation in college governance.
Goal 5.3: Provide staff development programs that will promote excellence, collaboration, cooperation and civility.

CHAPTER SEVEN

PLANNING

Information in this chapter is intended to support the college's strategic planning initiative. The chapter does not address accountability indicators as the previous chapters do, but contains a vast array of information from campus profiles to external environmental trends instead. Current projects and issues directly related to the planning process at City College are also highlighted.

1. Campus Profiles
2. Curriculum Research Project (Phase 1)
3. Enrollment (Service Area Definition and Noncredit Enrollment Reporting)
4. Planning Assumptions from the CCSF Master Plan
5. External Environmental Trends from the CCSF Master Plan Update

Master Plan Goals Related to Planning

Goal 6.1: Resolve the issue of how the college should deliver educational services: centralization/decentralization.

Goal 6.2: Implement an ongoing research and planning process.

Goal 6.4: Promote efficiencies in all parts of the college.

1. CAMPUS PROFILES

This section provides a brief profile of each of the campuses in district (aside from the Phelan campus). The profiles include the following information: the location of the campus; the number of students and staff at the campus; the programs, courses and services offered at the campus; and whether the facility the owned or leased by the district.

Each campus' enrollment by zip code for the Fall 1994 term is included as Appendix B on Page 80. A map showing where all the campuses are located in San Francisco is included as Appendix C on Page 89.

John Adams Campus

The John Adams Campus was built in 1911. John Adams is the second largest campus in the district and is located near the panhandle of Golden Gate Park. The campus serves approximately 13,000 students in 423 classes (112 credit and 311 noncredit classes) with about 350 faculty and staff. The John Adams Campus is the center for the School of Health and Physical Education. The John Adams Campus is owned by the district.

Programs, courses and services offered at the John Adams Campus

- Apprenticeship Program
- Child Development and Family Studies
- Consumer Arts
- Consumer Education - Health and Nutrition
- ESL - Credit and Noncredit
- Health Care Technology
  - Cardiovascular Technology
  - Electrocardiograph Technician
  - Emergency Medical Technician
  - Pharmacy Technician
  - Medical Assisting
- Health Information Technology (Noncredit)
- Health Sciences (Noncredit)
- Office Technology and Computer Classes
- Trade Skills
- Transitional Studies
  - Adult Basic Education (ABE)
  - General Education Development (GED)
  - High School Transitional Instruction
  - High School Laboratory - ACE Individual Instruction
- Vocational Nursing
- A full-service library open two nights a week.
- The General Education Development (GED) testing center which serves the entire city of San Francisco. (approximately 4,000 people each year)
- A child care center licensed to serve 40 children.

Alemany Campus

The Alemany Campus is located at 750 Eddy Street at the edge of the Tenderloin district in a building owned by City College. The Alemany Campus also has satellite locations in the Sunset and Richmond districts. The campus serves over 3,000 students, many of them newly arrived immigrants with approximately 85 staff and faculty. The Alemany campus offers approximately 105 noncredit sections and 5 credit sections. Alemany campus administration is also responsible for the Fort Mason facility, CCSF/High School Programs, Teachers' Resource Center, Adult Basic Education Grant, and an ESL Citizenship Project.

Programs, courses and services offered at the Alemany Campus

- Art
- Child Development
- Clerical Training
- Computer Studies
- English
- ESL
- Accelerated (XL) High School Honors Program

Chinatown / North Beach Campus

The Chinatown / North Beach Campus was established in 1977. Chinatown / North Beach is located in a leased building on the border of the North Beach and Russian Hill neighborhoods. The campus has eleven satellite locations in the Chinatown / North Beach and Marina districts of the city. The campus serves over 6,500 students with approximately 110 staff and faculty, and offers over 220 noncredit and 35 credit sections. Chinatown / North Beach has an active Community Advisory Committee which meets twice a semester.

Programs, courses and services offered at the Chinatown / North Beach Campus

- Business and Office technology programs (credit and noncredit computer and business courses)
- Courses for seniors
- English as a Second Language (ESL) courses
  - Credit
  - Literacy
  - Citizenship classes to prepare students for the naturalization exam
  - Vocational ESL (i.e. health workers, food service workers, social communication/culture for the workplace)
  - Certificated ESL vocational office training program (office and computer skills)
- Vocational Education to train or retrain students for new employment opportunities
- Bilingual/bicultural support services
- Community outreach services
- An active Student Council

Downtown Campus

The Downtown Campus is located at the corner of Fourth and Mission Streets adjacent to the Moscone Convention Center and the Yerba Buena Gardens. The Downtown Campus opened in 1979 and currently serves over 6,000 students enrolled in 67 sections of credit courses and 326 sections of noncredit courses. Approximately 110 staff and faculty work at the Downtown Campus. The Downtown Campus is owned by the district.

Programs, courses and services offered at the Downtown Campus

- Computer Studies
  - Nearly 100 computer courses in the Office Technology Program each semester
  - 5 computer labs
  - Certificate programs in Microcomputer Business Applications and Word Processing
- English as a Second Language (ESL)
  - 57 noncredit classes and a full range of credit ESL classes
  - ESL vocational bridge classes (in conjunction with the Office Technology Program)
- Food Technology & Dining Service
  - Hospitality Training Program (two semester certificate program)
  - *The Educated Palate* (a working restaurant)
- International Business (certificate program)
- Labor Studies (certificate program)
- Supervision and Management (certificate program)
- A full-service reference library

Specialized business resources offered at the Downtown Campus

- Office of Contract Education: Provides instruction and education services to retrain and upgrade employees' skills.

- Career Connection: Connects employers with students from CCSF and selected SFUSD programs through internships.

- International Business Resource Center: Provides information and resources with the business, academic and government communities in the Bay Area.

- Regional Environmental Business Resource and Assistance Center: Offers Bay Area businesses free technical assistance, education and service referrals in energy conservation and environmental technologies.

- Small Business Development Center: Provides one-on-one counseling and workshops to prospective and established small business owners in San Francisco and north San Mateo counties. (with San Francisco State University)

- Small Business Institute: Prepares students for a successful start in their own small business, and helps small business owners increase the effectiveness and operation of their business.

Castro Valencia Campus

The Castro Valencia Campus is located at Everett Middle School (450 Church Street) and offers instruction in the evenings only. Castro Valencia began in 1980 primarily as CCSF's outreach to the gay and lesbian community, and now also serves the needs of communities in Noe Valley, Castro, Upper Market, Diamond Heights and the Dolores Corridor. Castro Valencia serves 2,000 students per semester with 54 credit, 7 noncredit and 11 continuing education courses at Everett

and also at Sanchez Elementary School (satellite site). Approximately 45 staff and faculty serve the Castro Valencia Campus.

Programs, courses and services offered at the Castro Valencia Campus

- Gay and Lesbian Studies
- Women's Studies
- Foreign Languages
- Disabled Students Programs and Services
- English
- Drama
- Health
- Physical education
- Literature
- Mini classes of interest to the gay and lesbian community
- Self-help courses and services

Mission Campus

City College has had a presence in the Mission District for the past 34 years. The Mission Campus is located at 22nd and Bartlett streets with outreach classes offered at a number of community based organizations (i.e. the Mission Language and Vocational School), and evening classes offered at Downtown High School and Horace Mann Middle School. The Mission campus serves over 8,000 students and offers 229 sections (27 credit and 202 noncredit) during the day and in the evening. Approximately 120 staff and faculty work at the Mission Campus. The Mission Campus is leased by the district.

Programs, courses and services offered at the Mission Campus

- Complete ESL program
  82 sections of credit and noncredit classes.
  The *New Mission Journal* published every semester to showcase student writing.

- Vocational training programs
  Office Technology Programs: 4 noncredit programs. (financial aid eligible)
  Job placement services provided by local community based organizations. (i.e. Mission Hiring Hall)

- Special programs
  Older Adults Program: designed to meet the special needs of older students, the program offers a course for older adults with the Office Technology Program, and developed the Senior Law Program with La Raza Centro Legal.

  ABE/GED Program: only Spanish ABE/GED program in northern California; courses are structured in small groups and often individualized.

Spanish Literacy Program (9 courses): classes are designed to promote retention and academic success of Latino students. Four levels of literacy and articulated with ABE and ESL programs.

Citizenship Program: offered in collaboration with CARECEN and La Raza Centro Legal. A Citizenship Testing Site - 125 students per semester opportunity to take the written citizenship test four times each year.

Mission Science Workshop: collaborative effort between City College, San Francisco Unified and San Francisco State University. Offers Mission residents and school children opportunity to learn science in a workshop modality.

City of Service Program: community service / service learning program offered through the Higher Education Consortium (CCSF, New College, SFSU and USF). Students given opportunities to participate in community service at the Phelan campus.

Graphic Communications Program: credit classes and a noncredit certificate program which integrates academic and vocational courses. Provides printing technology training to at-risk youth.

- Colegio de la Mision: Evening credit program at Horace Mann Middle School. (opened in 1971) Offers access to college credit/transferable courses for the working population. (27 credit sections)

Evans Campus

The Evans Campus is located at 1400 Evans in the India Basin section of the Bayview Hunters Point neighborhood. CCSF leased the facility in 1994 after the Loma Prieta earthquake damaged two vocational education sites beyond repair. Currently, the Evans Campus serves over 1,000 students in about 22 credit and 32 noncredit courses with approximately 80 staff and faculty. The Evans Campus is the center for all vocational education programs offered at CCSF, the School of Applied Science and Technology as well as for VATEA basic grants.

Programs, courses and services offered at the Evans Campus

- Automotive Service and Repair: A two year degree program and one year certificate program in automotive mechanics. Also offers vocational ESL for auto repair.

- Trade Skill Technology: Four certificate programs - Basic and Advanced Refrigeration, Air Conditioning, Industrial Maintenance, and Custodial Services.

- VATEA Special Projects: An umbrella for 13 innovative projects in the areas of gender equity and employment community linkages.

- Tech Prep: Curriculum that combines school-based and work-based learning. (i.e. development of a two-year sequence of specialized classes in bio-technology)

- GARMENT 2000: An industrial revitalization program that was recently named one of the ten most innovative community college programs in California.

- Partners in Employment: A collaboration between VATEA, the Job Training Partnership Act (JTPA) and local construction companies which trains students at-risk in drafting, cabinet making and construction.

- Community Outreach and Pre-Enterprise Services (COPE): A micro-entrepreneurship development program that assists low income and other disadvantaged individuals in starting small businesses.

Southeast Campus

The Southeast Campus, located at 1800 Oakdale Avenue, was established in 1987 when the Community College Skills Center moved to the just completed Southeast facility. The Southeast Campus offers 41 credit and 54 noncredit courses to approximately 1,700 students. Over 55 staff and faculty currently serve the Southeast Campus. The Southeast Campus is leased by the district.

Programs, courses and services offered at the Southeast Campus

- Environmental technology training and supervision class. ("Lead Abatement")
- San Francisco League of Urban Gardeners training program for young SF high school students.
- A variety of noncredit courses including low level ESL, consumer arts classes and computer classes.
- Certificate programs include:
  - Computerized Machine Technology (CMT)
  - Nursing Assistant Pharmacology (Credit and Certificate) Programs
  - Home Health Aide Program (one semester) for high school students and adults
  - Office Assistant and Word Processing / Clerical (both from the School of Business)
- Student Services include a full library, career development office. (a CCSF counselor, a Veterans Affairs counselor, and an employment counselor from EDD)

2. CURRICULUM RESEARCH PROJECT (Phase I)

An initial review of the credit course sections offered in Fall 1994 has been completed by a Curriculum Research Working Group (members of the Curriculum committee and of the Research Office). The Working Group found that there is a general congruence between the mission priorities as stated in AB 1725 (degree and certificate programs in lower division arts and sciences; vocational and occupational fields) and the credit course section offerings.

This section highlights the categories of credit sections offered in Fall 1994 and some of the initial questions that arise from the findings. The Working Group is currently addressing the questions listed below along with other questions in the second phase of the project.

- Almost 30% of the credit sections offered in Fall 1994 were vocational and 46% were core transfer. (Core transfer courses transfer to at least one four-year institution on a course to course basis.) CCSF also offers 280 (9.7% of the total credit offerings) basic skills sections. Another 15% of the credit sections (437) are defined as neither in basic skills nor in the core transfer domain. (Some courses in this category may transfer to four-year institutions indirectly as units of general education.) Further work is necessary to analyze what function these sections serve for students. (Table 2.1)

2.1. CCSF Credit Courses Offered, Fall 1994*

Course Type	Number of Sections	Percent of Total Courses
Vocational (SAM Codes A-D)		
SAM Code A	3	0.1%
SAM Code B	311	10.8%
SAM Code C	273	9.4%
SAM Code D	251	8.7%
D (Occupational)	*57*	*1.9%*
D (Clearly not Occupational)	*19*	*0.7%*
D (May or may not be Occupational)	*175*	*6.1%*
Total Vocational	*838*	*29.0%*
SAM Code E		
Basic Skills	280	9.7%
Core Transfer	1,331	46.1%
Not Core Transfer or Basic Skills	437	15.1%
TOTAL SECTIONS	**2,886**	**100%**

Source: IMC-21 by SAM Codes (Fall 1994)

Definition of SAM (Vocational) Codes:

A: Apprenticeship (offered to apprentices only)
B: Advanced Occupational (not limited to apprentices)
C: Clearly Occupational (but not advanced)
D: Possible Occupational
E: Non-Occupational (includes Basic Skills, Transfer and No Code courses)

* The numbers and percentages above are based on definitions available about courses offered during the Fall 1994 term. Some of these definitions are currently being revised. The methods currently used to classify courses as transfer, basic skills, etc. is also being revised.

Questions regarding the organization of the curriculum:

1. Do the course section offerings match student demand?
2. If not, how should the college balance student demand for basic skills sections with its primary mission as a transfer and career oriented institution?
3. Do certificate and degree programs match student demand?
4. Should the college limit the number of sections that are not clearly vocational or directly related to core transfer curriculum?

Questions regarding vocational and transfer sections offered:

1. Is the mix of vocational and transfer sections appropriate for CCSF students?
2. How can we relate student demand and student educational plans to the current configuration of vocational and transfer sections?
3. What function do the sections that fall in Category D (possibly vocational) play in students' educational plans?
4. Should we try to sharpen the definition of courses that belong in Category D (possibly vocational)?

Questions regarding basic skills sections offered:

1. How many students needing basic skills are not able to get access to these sections?
2. What happens to students who do not get access to these basic skills sections?
3. How does CCSF compare to other community colleges in the region in offering basic skills sections?

3. ENROLLMENT (Service Area Definition and Noncredit Enrollment Reporting)

This section addresses two separate enrollment issues: various ways to define the CCSF service area; and why there are currently two different definitions used for noncredit enrollment reporting.

3.1. Service Area Definition

The City College service area is currently determined by the residential zip codes of our student enrollment. During the Fall 1994 term, San Francisco city/county accounts for 84.2% of our Credit enrollment and 93.4% of our Noncredit enrollment. 10.1% of our Credit students live in San Mateo county and 3.4% live in Alameda county. City College does not draw a sizable number of students from any other county in the Bay Area.

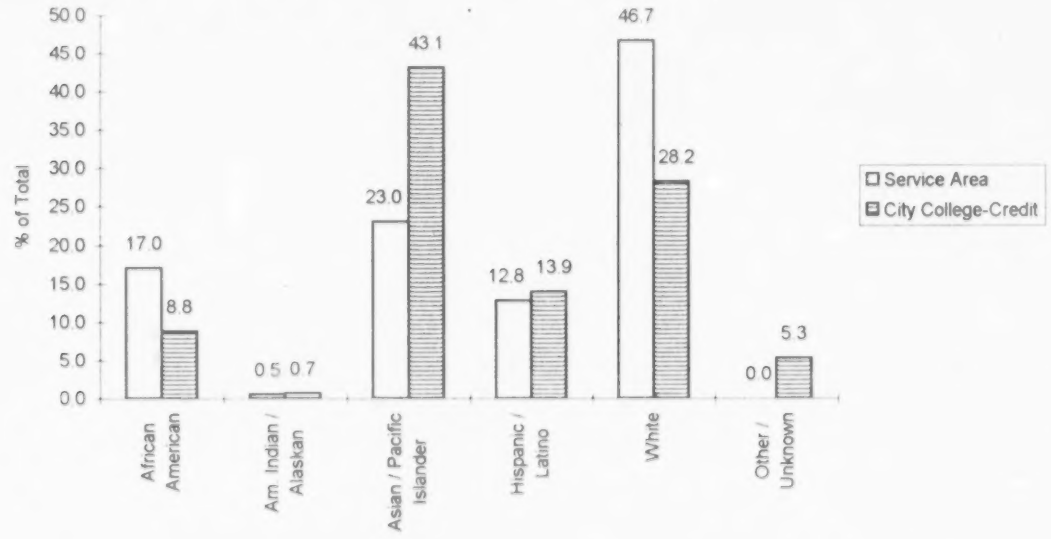
Our service area could also be defined more broadly to include areas in the Bay Area where we currently do not draw many students from. In contrast, the service area could be defined more narrowly by weighing the percentages of the students to where they live. For example, since 84% of our students live in San Francisco, and 10% live in San Mateo county, the ethnic composition of the San Francisco population would count for more than that of San Mateo county. Both of these options

would change the ethnic composition of the service area, and would thus change how representative our students are of the area City College serves.

The college needs to decide which Service Area definition is most appropriate for City College. Districtwide enrollment by zip code, the current service area population, and enrollment by zip code for each of the campuses is included in the Appendices. The current CCSF service area compared to the Fall 1994 credit enrollment is presented in the table/graph below.

City College of San Francisco Credit Student Body Compared to the Current CCSF Service Area (18 and Older) *

	San Francisco	San Mateo (partial)	Alameda (partial)	Service Area Total	Credit Enroll. Fall 1994
Female	50.2%	51.4%	51.5%	50.8%	54.6%
Male	49.8%	48.6%	48.5%	49.2%	45.3%
African American	9.7%	5.6%	31.0%	17.0%	8.8%
Am Indian/Alaskan	0.5%	0.7%	0.6%	0.5%	0.7%
Asian / Pacific Islander	27.1%	30.8%	14.6%	23.0%	43.1%
Hispanic / Latino	12.5%	20.7%	10.7%	12.8%	13.9%
White	50.2%	42.2%	43.1%	46.7%	28.2%



Source: US Census Data, 1990 Population-18 and Older (San Francisco, CA PMSA; Oakland, CA PMSA); MIS Full-term Reporting (FTR) for Fall term 1994.

Note: Filipinos are included in the Asian / PI category for Credit Enrollment so that the category can be compared to the Census "Asian/PI" category. Census information is not available disaggregated for the "Asian/PI" category.

3.2. Noncredit Enrollment Reporting

City College's internal Noncredit enrollment numbers (reported below) are different from the Noncredit enrollment numbers the State uses. (The State MIS Noncredit enrollment numbers are on Page 8.) The State only counts students who have 8 hours of positive attendance, while the numbers below account for all Noncredit students (including those with less than 8 positive attendance hours). City College argues that because we receive funding for all students regardless of how many positive attendance hours they have, then all students should be counted in the enrollment. A community college statewide Noncredit taskforce is currently meeting with the State Chancellor's Office to address this discrepancy.

CCSF Noncredit Enrollment, Fall 1993-1994: Age, Gender and Ethnicity Distribution

	Fall Terms		% Change Fall 93 to Fall 94	
	1993	1994		
Female	23,503	20,132	-3,371	**-14.3%**
Male	16,304	14,029	-2,275	**-14.0%**
19 or under	2,296	1,923	-373	**-16.2%**
20 - 24	4,767	3,723	-1,044	**-21.9%**
25 - 29	4,956	4,097	-859	**-17.3%**
30 - 34	4,830	4,178	-652	**-13.5%**
35 - 39	4,146	3,668	-478	**-11.5%**
40 - 49	5,639	5,123	-516	**-9.2%**
50 and older	6,833	6,513	-320	**-4.7%**
Unknown / No Response	6,340	4,936	-1,404	**-22.1%**
American Indian / Alaskan	89	98	9	**10.1%**
African American	3,043	2,803	-240	**-7.9%**
Asian / Pacific Islander	14,464	12,380	-2,084	**-14.4%**
Filipino	1,266	954	-312	**-24.6%**
Hispanic / Latino	8,699	7,214	-1,485	**-17.1%**
Other Non-White	167	134	-33	**-19.8%**
White	8,927	7,583	-1,344	**-15.1%**
Unknown / No Response	4,509	4,005	-504	**-11.2%**
TOTAL	**41,164**	**35,171**	**-5,993**	**-14.6%**

Source: IUT-15 Centers Division Race Report (ethnicity), and IST-13 Age Distribution Report (gender and age) for Fall 1993 and Fall 1994.

Note: The figures reported above are end of term enrollment. All figures are for State apportionment funded classes only and do not include specially funded programs, the Institute for International Students or Community Service.

4. PLANNING ASSUMPTIONS FROM THE CCSF MASTER PLAN (1994)

The following planning assumptions are taken from the City College of San Francisco Master Plan, 1994-1999.

Population Demographics

1. **Assumption.** San Francisco's population will grow slowly compared to other Bay Area counties in the years ahead.
   Implication. The demand for City College services will increase in the years ahead, but not as rapidly as in outlying areas where rapid population growth is expected.

2. **Assumption.** San Francisco's population will age slightly overall, but enrollments by younger adults between 18 to 24 years of age will remain high.
   Implication. The College will experience continuing enrollment demands from students of all ages and will need to offer programs to serve these students.

3. **Assumption.** Immigration into San Francisco from abroad, which gained momentum in the eighties, will continue at a reduced rate in the nineties. Most of the new immigration will come from Asia, Latin America, and the former Soviet Union.
   Implication. The need for ESL, basic skills education, and job training programs will remain high.

4. **Assumption.** San Francisco will continue to be an ethnically and culturally diverse city with large minority, foreign-born, disabled, and gay/lesbian populations.
   Implication. The demand for programs that serve the needs and interests of the above populations will remain high and will have to be met with special programs that address these needs and interests.

Labor Market Trends

1. **Assumption.** The global economy will put added pressure on workers to improve their skills. The United States will need more than ever workers who are highly skilled and highly educated. Workers will need to continually upgrade their skills and learn new skills.
   Implication. Training and education will be needed more than ever in media and communications; in business and management; in computer literacy; and in math, science, and engineering. Students of all ages and all educational levels will increase their demand for education and training. Vocational programs that train people for the jobs of the future and programs that serve the needs of working adults will be in heavy demand.

2. **Assumption.** Women will continue to enter the labor force and their labor force participation rate will continue to increase.
   Implication. Services will need to be provided for re-entry women, and women interested in upgrading their skills.

3. **Assumption.** The greatest growth in jobs will be in the service sector. This will include above average growth in legal services, accounting, transportation, and health-related fields such as nursing, medical assisting, and medical technicians.
Implication. Demand for programs that provide training in the fastest growing occupations will continue.

4. **Assumption.** Job growth will be high in the technologies of the future such as biotechnology, computer networks, multimedia, and environmental technology.
Implication. City College should plan to expand its programs in emerging technologies and training for the occupations of the future.

5. **Assumption.** San Francisco is an international center of the arts, music, and literature. The arts are the basis for much of San Francisco's cultural reputation and provide jobs for a significant proportion of its residents.
Implication. City College should support the expansion of San Francisco's role as an international cultural center.

6. **Assumption.** The technology used in the workplace will continue to change at a rapid pace.
Implication. The College will need to have the flexibility to change existing programs and services in response to educational and technological change.

Fiscal and Economic Environment

1. **Assumption.** The California economy will not begin to recover from the recession until the middle of the 1990s, therefore state revenues for community colleges will continue to be constrained.
Implication. City College will need to find new sources of revenue and must strive to achieve new levels of efficiency in its operations.

2. **Assumption.** Four year college tuition and fees will continue to rise. Community college fees may also increase.
Implication. The College must address continued high demand for services and the prospect of a growing number of students with transfer objectives. At the same time, increases in community college tuition may deter some students from attending City College, especially those without a clear set of educational objectives.

Staff Demographics

1. **Assumption.** City College faculty and staff, many of whom were hired during the late sixties and early seventies, will be retiring in greater numbers.
Implications. The College will need to hire new faculty and staff in the next few years to replace retiring employees. The turnover of faculty holds implications for program offerings and continued staff development programs.

2. **Assumption.** The ethnic and cultural diversity of City College's student population and of San Francisco should be reflected in the composition of City College's faculty and staff.
Implication. City College will need to recruit a growing number of talented and ethnically diverse faculty and staff members.

5. EXTERNAL ENVIRONMENTAL TRENDS FROM THE CCSF MASTER PLAN UPDATE (1995)

This draft of external environmental trends was adapted by the CCSF Master Plan Committee from an original draft from the Catonsville (MD) Community College. It is intended as a planning tool for the college community.

Economics

1. The labor force increasingly consists of three components: (a) small "permanent" core of full-time, full benefits workers; (b) a growing contracted labor force of contingency workers; and (c) a growing part-time workforce performing a variety of tasks and less attached to work as a location or organization.

2. The labor force in the future will increasingly be older, immigrant, non-white, female, multicultural, and multilingual.

3. The mismatch between the skill levels of the work force and the skill levels needed in jobs will continue.

4. While service sector jobs will continue to increase, growth rates will slow, and increases will be concentrated in entry-level positions.

5. Manufacturing jobs will continue to decline.

6. Globalization and internationalization (especially agreements and free trade) will increasingly shape the American way of life.

7. In order to attract, develop, and retain a quality work force, employers will become more involved in family issues (child care, parental and dependent leave and care, substance abuse, mental health, etc.)

8. Large firms will continue to "downsize" or "rightsize" through mergers and acquisitions, and bankruptcies and re-organizations.

9. Employers and consumers will have higher expectations of a worker's skills, abilities, and attitudes, accompanied by a shift to more self-directed work teams, lifelong learning, and creative thinking and problem-solving.

10. The greatest number of new jobs will be in service/sales areas of hospitality, travel and tourism; health care; computer and data processing services; new and emerging technologies; retail and management areas; and legal services.

11. The majority of new jobs will be in companies with fewer than 100 employees, but the largest proportions of all jobs will remain with large employers of over 1,000 employees.

Technology

1. Communication and information technologies will continue to change in ways that challenge many sacred beliefs and practices that higher education holds about learning and learners.

2. Rapidly changing technology continues to affect employment and training, education, and social institutions.

3. Technological "haves" and "have nots" will increase in American society.

4. Technology will increasingly allow colleges and non-colleges (businesses) to go to the learner rather than requiring the learner to go to the college.

5. Computer simulation and virtual reality will increasingly impact upon future training.

6. Information overload and the degradation of the quality of information will increasingly become an issue.

Education

1. There is a growing influence of interest groups seeking to have their ideology shape public education.

2. There is increasing status, class, education inequality between "knowledge workers" and "non-knowledge workers."

3. The trend of a positive correlation between more formal education and higher lifetime earnings is weakening.

4. There will be a continuing decline in public financial and non-financial support for community colleges.

5. Over a half million additional students will seek entry into California's postsecondary institutions, most of them in community colleges, within the next five years.

6. There will be more students relying on loans and more student debt. Financial aid for middle class students may well translate to less aid for students from the poorest sectors.

7. A rebirth of student activism among college students is beginning to appear especially with the promotion of national service programs and initiatives promoting values and civic responsibility.

8. Community college students are increasingly affected by various social problems (substance abuse, AIDS, poverty, violence, single-parent families, disabilities, illiteracy)

9. Faculty retirements will continue to increase.

10. Accountability will increasingly focus on outcomes and performance, rather than process.

11. College guarantees of skills and knowledge learned for students and employers will gain more support as demands for accountability increase.

12. Employers and workers will continue to look toward the community colleges for upgrading skills and retraining.

13. Community colleges will face increased competition from public and private education providers using distance technologies to deliver educational services.

14. As the K-12 system continues to provide limited education for many of its students, privatization of public education and other alternatives will receive more and more political support.

15. The college student population will be characterized by a widening gap between well-prepared and underprepared students.

Demographics

1. San Francisco's population is getting older compared to the state's populace.

2. The regional population is increasingly Asian and Latino/Hispanic.

3. Enrollments of students of color will continue to increase in community colleges.

4. Immigrant and minority populations will increase the need for curriculum promoting multicultural and international understanding, and English language acquisition.

Political

1. Voters are angry and irate over how tax money is spent, and the trend toward a greater inability and resistance to pay for needed and desired services, including education, will increase.

2. As self-interest groups confront fewer resources, there will be more conflict among them.

3. Institutions and their leaders and workers must increasingly demonstrate that they are responsible, responsive and accountable.

4. Public organizations, including colleges, must be willing to open to outside public inspection.

5. The politics of apathy and reason has been replaced by the politics of anger.

6. Social activism will increase and likely issues include homelessness, poverty, inequality, environment, war and short-term armed conflicts, harassment, discrimination and joblessness.

7. Water shortages will become more widespread in the U.S. and the world.

Social

1. Terrorism, violence and crime will continue to plague society.

2. As the Baby Boom generation ages, there will be increasing social and political conflict over government commitment to Social Security; medical care; pensions and other entitlement programs.

3. There is a continuing concern for issues of health and the environment.

4. There will be more poor and homeless, but also more "compassion fatigue."

5. Fragmentation of family types and growing diversity of family types will continue.

6. Self-help and self-care movements will increase.

7. Social unrest will grow as divisions between the rich and the poor widen.

APPENDICES

A. Enrollment By Zip Code / Service Area
B. Enrollment By Zip Code for each CCSF campus
C. Location of CCSF campuses in San Francisco

APPENDIX A
Enrollment By Zip Code / Service Area

Fall 1994

Total District Enrollment		Credit		Noncredit	
		Number	Percent	Number	Percent
94102	North of Market	711	2.5%	1456	4.1%
94103	SOMA - West	540	1.9%	1467	4.2%
94107	Potrero	358	1.2%	448	1.3%
94108	Chinatown	412	1.4%	1003	2.9%
94109	Civic Center	1413	4.9%	2723	7.7%
94110	Mission	2306	7.9%	4968	14.1%
94112	Ingleside	3178	11.0%	2652	7.5%
94114	Twin Peaks	921	3.2%	574	1.6%
94115	Western Addition	846	2.9%	1090	3.1%
94116	Parkside	1536	5.3%	1420	4.0%
94117	Haight / Ashbury	1413	4.9%	1474	4.2%
94118	Richmond	1306	4.5%	1769	5.0%
94121	Outer Richmond	1541	5.3%	2125	6.0%
94122	Sunset	2233	7.7%	2173	6.2%
94123	Marina	281	1.0%	336	1.0%
94124	Bayview	805	2.8%	1355	3.9%
94127	Mt. Davidson	533	1.8%	334	0.9%
94131	Diamond Heights	781	2.7%	562	1.6%
94132	Stonestown	874	3.0%	676	1.9%
94133	North Beach	809	2.8%	2346	6.7%
94134	Visitation	1351	4.7%	1486	4.2%
941xx	Other San Francisco	346	1.2%	435	1.2%
Total San Francisco		**24,494**	**84.4%**	**32,872**	**93.5%**
94014	Colma/San Bruno (San Mateo)	891	3.1%	452	1.3%
94015	Daly City (San Mateo)	927	3.2%	377	1.1%
94080	South SF (San Mateo)	316	1.1%	126	0.4%
940xx	San Mateo	592	2.0%	343	1.0%
944xx	San Mateo	88	0.3%	68	0.2%
945xx	Alameda	507	1.7%	325	0.9%
946xx	Alameda	394	1.4%	178	0.5%
947xx	Alameda	152	0.5%	59	0.2%
948xx	Contra Costa	151	0.5%	68	0.2%
949xx	Marin	195	0.7%	175	0.5%
xxxxx	Undeclared / Other Zip	309	1.1%	125	0.4%
Total Outside San Francisco		**4,522**	**15.6%**	**2,296**	**6.5%**
TOTAL ALL ZIP CODES		*29,016*	*100.0%*	*35,168*	*100.0%*

Source: ZIPDST Report, Fall 1994.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

City College of San Francisco
Service Area Population (Persons 18 years and older)

		San Mateo *			Alameda*			
	San Francisco	Daly City	San Bruno	So. San Fran.	Alameda	Berkeley	Oakland	TOTAL
GENDER								
Female	50.2%	52.2%	49.4%	51.7%	46.8%	50.6%	52.8%	**50.8%**
Male	49.8%	47.8%	50.6%	48.3%	53.2%	49.4%	47.2%	**49.2%**
ETHNICITY								
African American	9.7%	7.4%	4.3%	3.6%	6.1%	16.9%	40.8%	**17.0%**
American Indian / Native Alaskan*	0.5%	0.5%	1.0%	0.9%	0.7%	0.6%	0.6%	**0.5%**
Asian / Pacific Islander	27.1%	41.6%	16.4%	22.9%	17.3%	15.3%	13.8%	**23.0%**
Hispanic	12.5%	20.3%	16.6%	24.4%	8.0%	7.8%	12.2%	**12.8%**
White, Not of Hispanic Origin	50.2%	30.2%	61.7%	48.1%	67.9%	59.4%	32.6%	**46.7%**
TOTAL	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Source: U.S. Census Data, 1990 Population (San Francisco, CA PMSA, Oakland, CA PMSA)

1. Data is provided for Census Tracts (i.e. specific cities within the counties listed) in the City College of San Francisco Service Area only. The Service Area is defined by the residential zip code of students enrolled at City College of San Francisco.

2. Total population numbers for American Indian / Native Alaskan are provided for the Service Area cities in San Mateo County (18 and older population figures were not available).

APPENDIX B
Enrollment By Zip Code for each CCSF campus

Fall 1994

Phelan Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	600	2.4%	6	3.1%
94103 SOMA - West	457	1.8%	3	1.5%
94107 Potrero	306	1.2%	6	3.1%
94108 Chinatown	352	1.4%	0	0.0%
94109 Civic Center	1180	4.6%	8	4.1%
94110 Mission	2004	7.9%	21	10.8%
94112 Ingleside	2988	11.7%	20	10.3%
94114 Twin Peaks	720	2.8%	11	5.6%
94115 Western Addition	666	2.6%	6	3.1%
94116 Parkside	1420	5.6%	3	1.5%
94117 Haight / Ashbury	1156	4.5%	7	3.6%
94118 Richmond	1140	4.5%	4	2.1%
94121 Outer Richmond	1352	5.3%	8	4.1%
94122 Sunset	2028	8.0%	14	7.2%
94123 Marina	201	0.8%	1	0.5%
94124 Bayview	698	2.7%	18	9.2%
94127 Mt. Davidson	492	1.9%	4	2.1%
94131 Diamond Heights	685	2.7%	2	1.0%
94132 Stonestown	817	3.2%	7	3.6%
94133 North Beach	694	2.7%	6	3.1%
94134 Visitation	1215	4.8%	12	6.2%
941xx Other San Francisco	295	1.2%	0	0.0%
Total San Francisco	**21,466**	**84.4%**	**167**	**85.6%**
94014 Colma/San Bruno (San Mateo)	825	3.2%	3	1.5%
94015 Daly City (San Mateo)	855	3.4%	5	2.6%
94080 South SF (San Mateo)	286	1.1%	4	2.1%
940xx San Mateo	526	2.1%	7	3.6%
944xx San Mateo	75	0.3%	0	0.0%
945xx Alameda	417	1.6%	1	0.5%
946xx Alameda	319	1.3%	2	1.0%
947xx Alameda	126	0.5%	0	0.0%
948xx Contra Costa	125	0.5%	0	0.0%
949xx Marin	148	0.6%	3	1.5%
xxxxx Undeclared / Other Zip	280	1.1%	3	1.5%
Total Outside San Francisco	**3,982**	**15.6%**	**28**	**14.4%**
TOTAL ALL ZIP CODES	***25,448***	***100.0%***	***195***	***100.0%***

Source: ZIPDST Report, Fall 1994.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1994

John Adams Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	27	3.4%	545	5.2%
94103 SOMA - West	16	2.0%	386	3.7%
94107 Potrero	4	0.5%	167	1.6%
94108 Chinatown	10	1.3%	135	1.3%
94109 Civic Center	20	2.5%	350	3.3%
94110 Mission	47	5.9%	890	8.5%
94112 Ingleside	61	7.7%	551	5.2%
94114 Twin Peaks	18	2.3%	197	1.9%
94115 Western Addition	35	4.4%	666	6.3%
94116 Parkside	31	3.9%	423	4.0%
94117 Haight / Ashbury	49	6.2%	1117	10.6%
94118 Richmond	47	5.9%	783	7.4%
94121 Outer Richmond	54	6.8%	1014	9.6%
94122 Sunset	66	8.3%	913	8.7%
94123 Marina	5	0.6%	160	1.5%
94124 Bayview	19	2.4%	367	3.5%
94127 Mt. Davidson	10	1.3%	129	1.2%
94131 Diamond Heights	16	2.0%	171	1.6%
94132 Stonestown	23	2.9%	226	2.1%
94133 North Beach	13	1.6%	201	1.9%
94134 Visitation	30	3.8%	410	3.9%
941xx Other San Francisco	7	0.9%	157	1.5%
Total San Francisco	**608**	**76.8%**	**9,958**	**94.5%**
94014 Colma/San Bruno (San Mateo)	25	3.2%	89	0.8%
94015 Daly City (San Mateo)	27	3.4%	88	0.8%
94080 South SF (San Mateo)	13	1.6%	32	0.3%
940xx San Mateo	25	3.2%	92	0.9%
944xx San Mateo	4	0.5%	25	0.2%
945xx Alameda	35	4.4%	78	0.7%
946xx Alameda	23	2.9%	56	0.5%
947xx Alameda	6	0.8%	18	0.2%
948xx Contra Costa	7	0.9%	18	0.2%
949xx Marin	8	1.0%	41	0.4%
xxxxx Undeclared / Other Zip	11	1.4%	37	0.4%
Total Outside San Francisco	**184**	**23.2%**	**574**	**5.5%**
TOTAL ALL ZIP CODES	*792*	*100.0%*	*10,532*	*100.0%*

Source: ZIPDST Report, Fall 1994
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1994
Alemany Campus

	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	9	1.9%	411	10.3%
94103 SOMA - West	6	1.3%	111	2.8%
94107 Potrero	5	1.1%	22	0.6%
94108 Chinatown	11	2.3%	27	0.7%
94109 Civic Center	43	9.2%	995	24.9%
94110 Mission	40	8.5%	221	5.5%
94112 Ingleside	5	1.1%	161	4.0%
94114 Twin Peaks	32	6.8%	21	0.5%
94115 Western Addition	36	7.7%	122	3.1%
94116 Parkside	15	3.2%	272	6.8%
94117 Haight / Ashbury	46	9.8%	32	0.8%
94118 Richmond	14	3.0%	440	11.0%
94121 Outer Richmond	34	7.2%	445	11.2%
94122 Sunset	35	7.5%	329	8.2%
94123 Marina	30	6.4%	9	0.2%
94124 Bayview	3	0.6%	45	1.1%
94127 Mt. Davidson	6	1.3%	19	0.5%
94131 Diamond Heights	19	4.1%	16	0.4%
94132 Stonestown	3	0.6%	84	2.1%
94133 North Beach	18	3.8%	41	1.0%
94134 Visitation	5	1.1%	67	1.7%
941xx Other San Francisco	5	1.1%	19	0.5%
Total San Francisco	**420**	**89.6%**	**3,909**	**98.0%**
94014 Colma/San Bruno (San Mateo)	2	0.4%	22	0.6%
94015 Daly City (San Mateo)	3	0.6%	20	0.5%
94080 South SF (San Mateo)	0	0.0%	1	0.0%
940xx San Mateo	1	0.2%	11	0.3%
944xx San Mateo	3	0.6%	2	0.1%
945xx Alameda	7	1.5%	7	0.2%
946xx Alameda	4	0.9%	2	0.1%
947xx Alameda	4	0.9%	1	0.0%
948xx Contra Costa	0	0.0%	5	0.1%
949xx Marin	21	4.5%	8	0.2%
xxxxx Undeclared / Other Zip	4	0.9%	1	0.0%
Total Outside San Francisco	**49**	**10.4%**	**80**	**2.0%**
TOTAL ALL ZIP CODES	***469***	***100.0%***	***3,989***	***100.0%***

Source: ZIPDST Report, Fall 1994.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1994

Chinatown / North Beach	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	7	1.5%	116	2.0%
94103 SOMA - West	7	1.5%	66	1.2%
94107 Potrero	7	1.5%	36	0.6%
94108 Chinatown	12	2.6%	624	10.9%
94109 Civic Center	57	12.3%	706	12.4%
94110 Mission	17	3.7%	128	2.2%
94112 Ingleside	13	2.8%	410	7.2%
94114 Twin Peaks	12	2.6%	19	0.3%
94115 Western Addition	36	7.8%	42	0.7%
94116 Parkside	23	5.0%	209	3.7%
94117 Haight / Ashbury	29	6.3%	39	0.7%
94118 Richmond	32	6.9%	158	2.8%
94121 Outer Richmond	28	6.1%	196	3.4%
94122 Sunset	30	6.5%	275	4.8%
94123 Marina	30	6.5%	42	0.7%
94124 Bayview	2	0.4%	184	3.2%
94127 Mt. Davidson	9	1.9%	19	0.3%
94131 Diamond Heights	6	1.3%	39	0.7%
94132 Stonestown	6	1.3%	77	1.3%
94133 North Beach	30	6.5%	1755	30.7%
94134 Visitation	7	1.5%	295	5.2%
941xx Other San Francisco	9	1.9%	109	1.9%
Total San Francisco	**409**	**88.5%**	**5,544**	**97.1%**
94014 Colma/San Bruno (San Mateo)	4	0.9%	39	0.7%
94015 Daly City (San Mateo)	11	2.4%	52	0.9%
94080 South SF (San Mateo)	4	0.9%	7	0.1%
940xx San Mateo	5	1.1%	8	0.1%
944xx San Mateo	0	0.0%	1	0.0%
945xx Alameda	10	2.2%	24	0.4%
946xx Alameda	6	1.3%	21	0.4%
947xx Alameda	3	0.6%	3	0.1%
948xx Contra Costa	1	0.2%	1	0.0%
949xx Marin	7	1.5%	1	0.0%
xxxxx Undeclared / Other Zip	2	0.4%	8	0.1%
Total Outside San Francisco	**53**	**11.5%**	**165**	**2.9%**
TOTAL ALL ZIP CODES	*462*	*100.0%*	*5,709*	*100.0%*

Source: ZIPDST Report, Fall 1994
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1994

Downtown Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	35	5.3%	204	4.2%
94103 SOMA - West	17	2.6%	503	10.4%
94107 Potrero	15	2.3%	83	1.7%
94108 Chinatown	18	2.7%	120	2.5%
94109 Civic Center	65	9.9%	344	7.1%
94110 Mission	42	6.4%	338	7.0%
94112 Ingleside	37	5.6%	386	8.0%
94114 Twin Peaks	23	3.5%	80	1.7%
94115 Western Addition	25	3.8%	78	1.6%
94116 Parkside	24	3.6%	255	5.3%
94117 Haight / Ashbury	31	4.7%	97	2.0%
94118 Richmond	38	5.8%	181	3.7%
94121 Outer Richmond	27	4.1%	255	5.3%
94122 Sunset	29	4.4%	348	7.2%
94123 Marina	9	1.4%	33	0.7%
94124 Bayview	16	2.4%	120	2.5%
94127 Mt. Davidson	6	0.9%	44	0.9%
94131 Diamond Heights	14	2.1%	90	1.9%
94132 Stonestown	6	0.9%	103	2.1%
94133 North Beach	31	4.7%	173	3.6%
94134 Visitation	25	3.8%	210	4.3%
941xx Other San Francisco	12	1.8%	75	1.6%
Total San Francisco	**545**	**82.7%**	**4,120**	**85.2%**
94014 Colma/San Bruno (San Mateo)	15	2.3%	96	2.0%
94015 Daly City (San Mateo)	15	2.3%	90	1.9%
94080 South SF (San Mateo)	5	0.8%	36	0.7%
940xx San Mateo	11	1.7%	137	2.8%
944xx San Mateo	4	0.6%	19	0.4%
945xx Alameda	22	3.3%	140	2.9%
946xx Alameda	20	3.0%	47	1.0%
947xx Alameda	5	0.8%	15	0.3%
948xx Contra Costa	13	2.0%	24	0.5%
949xx Marin	2	0.3%	73	1.5%
xxxxx Undeclared / Other Zip	2	0.3%	40	0.8%
Total Outside San Francisco	**114**	**17.3%**	**717**	**14.8%**
TOTAL ALL ZIP CODES	***659***	***100.0%***	***4,837***	***100.0%***

Source: ZIPDST Report, Fall 1994.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1994

Castro / Valencia Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	18	2.7%	10	4.2%
94103 SOMA - West	18	2.7%	25	10.5%
94107 Potrero	14	2.1%	2	0.8%
94108 Chinatown	6	0.9%	1	0.4%
94109 Civic Center	30	4.6%	16	6.7%
94110 Mission	105	15.9%	24	10.1%
94112 Ingleside	22	3.3%	12	5.0%
94114 Twin Peaks	112	17.0%	19	8.0%
94115 Western Addition	34	5.2%	12	5.0%
94116 Parkside	9	1.4%	7	2.9%
94117 Haight / Ashbury	85	12.9%	25	10.5%
94118 Richmond	26	3.9%	6	2.5%
94121 Outer Richmond	15	2.3%	7	2.9%
94122 Sunset	17	2.6%	10	4.2%
94123 Marina	5	0.8%	5	2.1%
94124 Bayview	5	0.8%	5	2.1%
94127 Mt. Davidson	6	0.9%	1	0.4%
94131 Diamond Heights	32	4.9%	8	3.4%
94132 Stonestown	7	1.1%	4	1.7%
94133 North Beach	8	1.2%	3	1.3%
94134 Visitation	13	2.0%	4	1.7%
941xx Other San Francisco	13	2.0%	6	2.5%
Total San Francisco	**600**	**91.0%**	**212**	**89.1%**
94014 Colma/San Bruno (San Mateo)	1	0.2%	5	2.1%
94015 Daly City (San Mateo)	7	1.1%	2	0.8%
94080 South SF (San Mateo)	0	0.0%	2	0.8%
940xx San Mateo	8	1.2%	4	1.7%
944xx San Mateo	1	0.2%	0	0.0%
945xx Alameda	7	1.1%	2	0.8%
946xx Alameda	9	1.4%	5	2.1%
947xx Alameda	8	1.2%	2	0.8%
948xx Contra Costa	2	0.3%	0	0.0%
949xx Marin	9	1.4%	2	0.8%
xxxxx Undeclared / Other Zip	7	1.1%	2	0.8%
Total Outside San Francisco	**59**	**9.0%**	**26**	**10.9%**
TOTAL ALL ZIP CODES	*659*	*100.0%*	*238*	*100.0%*

Source: ZIPDST Report, Fall 1994
Note:, Adding Credit and Noncredit will yield a **duplicated** count

Fall 1994

Mission Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	3	5.3%	129	1.7%
94103 SOMA - West	7	12.3%	329	4.3%
94107 Potrero	2	3.5%	83	1.1%
94108 Chinatown	0	0.0%	78	1.0%
94109 Civic Center	0	0.0%	249	3.3%
94110 Mission	11	19.3%	3186	41.8%
94112 Ingleside	7	12.3%	929	12.2%
94114 Twin Peaks	0	0.0%	199	2.6%
94115 Western Addition	2	3.5%	115	1.5%
94116 Parkside	0	0.0%	204	2.7%
94117 Haight / Ashbury	0	0.0%	103	1.4%
94118 Richmond	1	1.8%	155	2.0%
94121 Outer Richmond	1	1.8%	165	2.2%
94122 Sunset	5	8.8%	192	2.5%
94123 Marina	0	0.0%	79	1.0%
94124 Bayview	3	5.3%	146	1.9%
94127 Mt. Davidson	1	1.8%	102	1.3%
94131 Diamond Heights	3	5.3%	205	2.7%
94132 Stonestown	0	0.0%	138	1.8%
94133 North Beach	0	0.0%	134	1.8%
94134 Visitation	6	10.5%	241	3.2%
941xx Other San Francisco	1	1.8%	51	0.7%
Total San Francisco	**53**	**93.0%**	**7,212**	**94.5%**
94014 Colma/San Bruno (San Mateo)	1	1.8%	154	2.0%
94015 Daly City (San Mateo)	0	0.0%	82	1.1%
94080 South SF (San Mateo)	1	1.8%	22	0.3%
940xx San Mateo	1	1.8%	32	0.4%
944xx San Mateo	1	1.8%	7	0.1%
945xx Alameda	0	0.0%	29	0.4%
946xx Alameda	0	0.0%	20	0.3%
947xx Alameda	0	0.0%	13	0.2%
948xx Contra Costa	0	0.0%	14	0.2%
949xx Marin	0	0.0%	27	0.4%
xxxxx Undeclared / Other Zip	0	0.0%	16	0.2%
Total Outside San Francisco	**4**	**7.0%**	**416**	**5.5%**
TOTAL ALL ZIP CODES	*57*	*100.0%*	*7,628*	*100.0%*

Source: ZIPDST Report, Fall 1994.
Note: Adding Credit and Noncredit will yield a **duplicated** count.

Fall 1994

1400 Evans Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	8	3.0%	21	2.5%
94103 SOMA - West	9	3.3%	28	3.3%
94107 Potrero	2	0.7%	20	2.4%
94108 Chinatown	2	0.7%	8	1.0%
94109 Civic Center	14	5.2%	28	3.3%
94110 Mission	23	8.6%	78	9.3%
94112 Ingleside	31	11.5%	76	9.0%
94114 Twin Peaks	3	1.1%	21	2.5%
94115 Western Addition	5	1.9%	26	3.1%
94116 Parkside	14	5.2%	23	2.7%
94117 Haight / Ashbury	9	3.3%	37	4.4%
94118 Richmond	5	1.9%	30	3.6%
94121 Outer Richmond	21	7.8%	30	3.6%
94122 Sunset	14	5.2%	54	6.4%
94123 Marina	1	0.4%	2	0.2%
94124 Bayview	13	4.8%	49	5.8%
94127 Mt. Davidson	3	1.1%	8	1.0%
94131 Diamond Heights	3	1.1%	19	2.3%
94132 Stonestown	3	1.1%	13	1.5%
94133 North Beach	15	5.6%	15	1.8%
94134 Visitation	19	7.1%	34	4.0%
941xx Other San Francisco	3	1.1%	9	1.1%
Total San Francisco	**220**	**81.8%**	**629**	**74.8%**
94014 Colma/San Bruno (San Mateo)	15	5.6%	22	2.6%
94015 Daly City (San Mateo)	6	2.2%	26	3.1%
94080 South SF (San Mateo)	3	1.1%	12	1.4%
940xx San Mateo	9	3.3%	45	5.4%
944xx San Mateo	0	0.0%	13	1.5%
945xx Alameda	6	2.2%	37	4.4%
946xx Alameda	6	2.2%	12	1.4%
947xx Alameda	0	0.0%	5	0.6%
948xx Contra Costa	3	1.1%	4	0.5%
949xx Marin	0	0.0%	20	2.4%
xxxxx Undeclared / Other Zip	1	0.4%	16	1.9%
Total Outside San Francisco	**49**	**18.2%**	**212**	**25.2%**
TOTAL ALL ZIP CODES	*269*	*100.0%*	*841*	*100.0%*

Source: ZIPDST Report, Fall 1994
Note: Adding Credit and Noncredit will yield a **duplicated** count

Fall 1994

Southeast Campus	Credit		Noncredit	
	Number	Percent	Number	Percent
94102 North of Market	4	2.0%	14	1.2%
94103 SOMA - West	3	1.5%	16	1.3%
94107 Potrero	3	1.5%	29	2.4%
94108 Chinatown	1	0.5%	10	0.8%
94109 Civic Center	4	2.0%	27	2.3%
94110 Mission	17	8.5%	82	6.8%
94112 Ingleside	14	7.0%	107	8.9%
94114 Twin Peaks	1	0.5%	7	0.6%
94115 Western Addition	7	3.5%	23	1.9%
94116 Parkside	0	0.0%	24	2.0%
94117 Haight / Ashbury	8	4.0%	17	1.4%
94118 Richmond	3	1.5%	12	1.0%
94121 Outer Richmond	9	4.5%	5	0.4%
94122 Sunset	9	4.5%	38	3.2%
94123 Marina	0	0.0%	5	0.4%
94124 Bayview	46	22.9%	421	35.1%
94127 Mt. Davidson	0	0.0%	8	0.7%
94131 Diamond Heights	3	1.5%	12	1.0%
94132 Stonestown	9	4.5%	24	2.0%
94133 North Beach	0	0.0%	18	1.5%
94134 Visitation	31	15.4%	213	17.8%
941xx Other San Francisco	1	0.5%	9	0.8%
Total San Francisco	**173**	**86.1%**	**1,121**	**93.5%**
94014 Colma/San Bruno (San Mateo)	3	1.5%	22	1.8%
94015 Daly City (San Mateo)	3	1.5%	12	1.0%
94080 South SF (San Mateo)	4	2.0%	10	0.8%
940xx San Mateo	6	3.0%	7	0.6%
944xx San Mateo	0	0.0%	1	0.1%
945xx Alameda	3	1.5%	7	0.6%
946xx Alameda	7	3.5%	13	1.1%
947xx Alameda	0	0.0%	2	0.2%
948xx Contra Costa	0	0.0%	2	0.2%
949xx Marin	0	0.0%	0	0.0%
xxxxx Undeclared / Other Zip	2	1.0%	2	0.2%
Total Outside San Francisco	**28**	**13.9%**	**78**	**6.5%**
TOTAL ALL ZIP CODES	*201*	*100.0%*	*1,199*	*100.0%*

Source: ZIPDST Report, Fall 1994
Note: Adding Credit and Noncredit will yield a **duplicated** count

APPENDIX C
Location of CCSF campuses in San Francisco

PRINCIPAL LOCATIONS:

A Phelan Campus
50 Phelan Avenue, SF 94112
239-3000

B Alemany Campus
750 Eddy Street, SF 94109
561-1875

C Chinatown/North Beach Campus
940 Filbert Street, SF 94133
561-1850

D Downtown Campus
800 Mission Street, SF 94103
267-6500

E Evans Campus
1400 Evans Avenue, SF 94124
550-4440

F Fort Mason Center
Building B
Laguna St. & Marina Blvd, SF 94123
561-1840

G John Adams Campus
1860 Hayes Street, SF 94117
561-1900

H Mission Campus
106 Bartlett Street, SF 94110
550-4384

I Southeast Campus
1800 Oakdale Avenue, SF 94124
550-4300

J Administrative Offices
33 Gough Street, SF 94103
241-2221

K Castro-Valencia Campus
450 Church Street, SF 94114
239-3127 days, 241-2377 evenings

L Airport Site
San Francisco International Airport
Building 928, SF 94128-3928
239-3901

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